

SCHOLASTIC COACH

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The Story of Badminton...



Badminton today

BADMINTON mushroomed in the 20th century. It took on international proportions in 1903, and the following year saw the start of the official All-England matches. Badminton came to the New World in the '90s. Two New Yorkers who had played it abroad formed the Badminton Club of New York, the oldest sporting organization on the continent today. In Canada the game spread like wildfire. After the formation of the Canadian Badminton Association in 1921, the game became a national pastime. The American Badminton Association made its debut in 1936, and sponsored the first national tourney in 1937.

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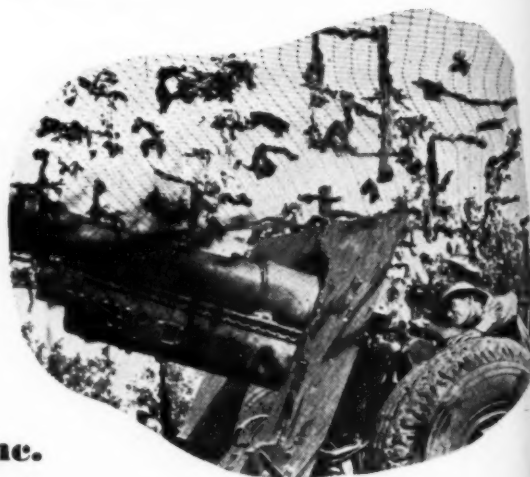
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Poona IN 1860

CENTURIES ago in India the natives played Badminton with bats and a kind of shuttle. When English army officers adopted the game in the '70s, they named it Poona after the Bombay suburb in which they first saw it played. While visiting the Duke of Beaufort at his seat in Badminton, they demonstrated the game by studding a cork with goose quills and batting it back and forth across the table. Thus was the shuttlecock born. From then on, the game became known as Badminton. A national rules-making body, The Badminton Association, was formed in 1895.





BASIC STANCE



CATCHING A FLY

MAKING A TAG

HOW TO PLAY THE INFIELD

FIELDING A GROUNDER



STRETCH AT FIRST



Basic Stance: So that you can dart quickly in any direction, take a crouch position with the feet comfortably spread and the hands on or in front of the knees.

Fielding a Grounder: Field the ball in walking position, bending the knees and making the catch alongside the front foot with the palms out and fingers down.

Catching Fly Above Waist: Hold palms out and fingers up. On balls below waist, keep fingers down. Make catch in walk position so that you can get the throw away.

Making the Tag: Straddle the base, clutch the ball tightly, and bring glove and ball in front of base.

Stretch at First: If the throw is directly to you, stretch into the diamond with either foot, touching the corner of the base with the other. Don't pose after the out; get off the base.

Play Softball

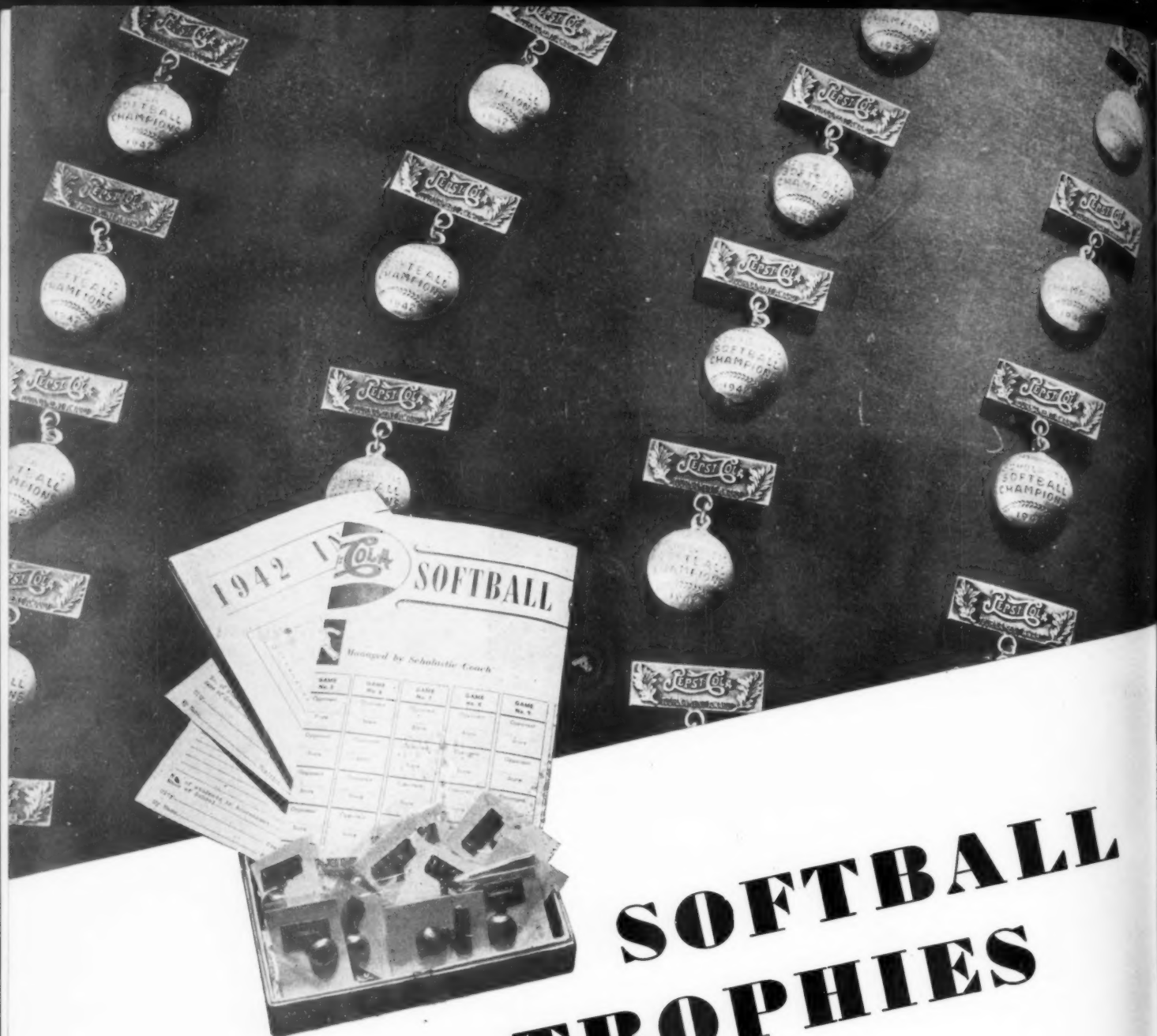
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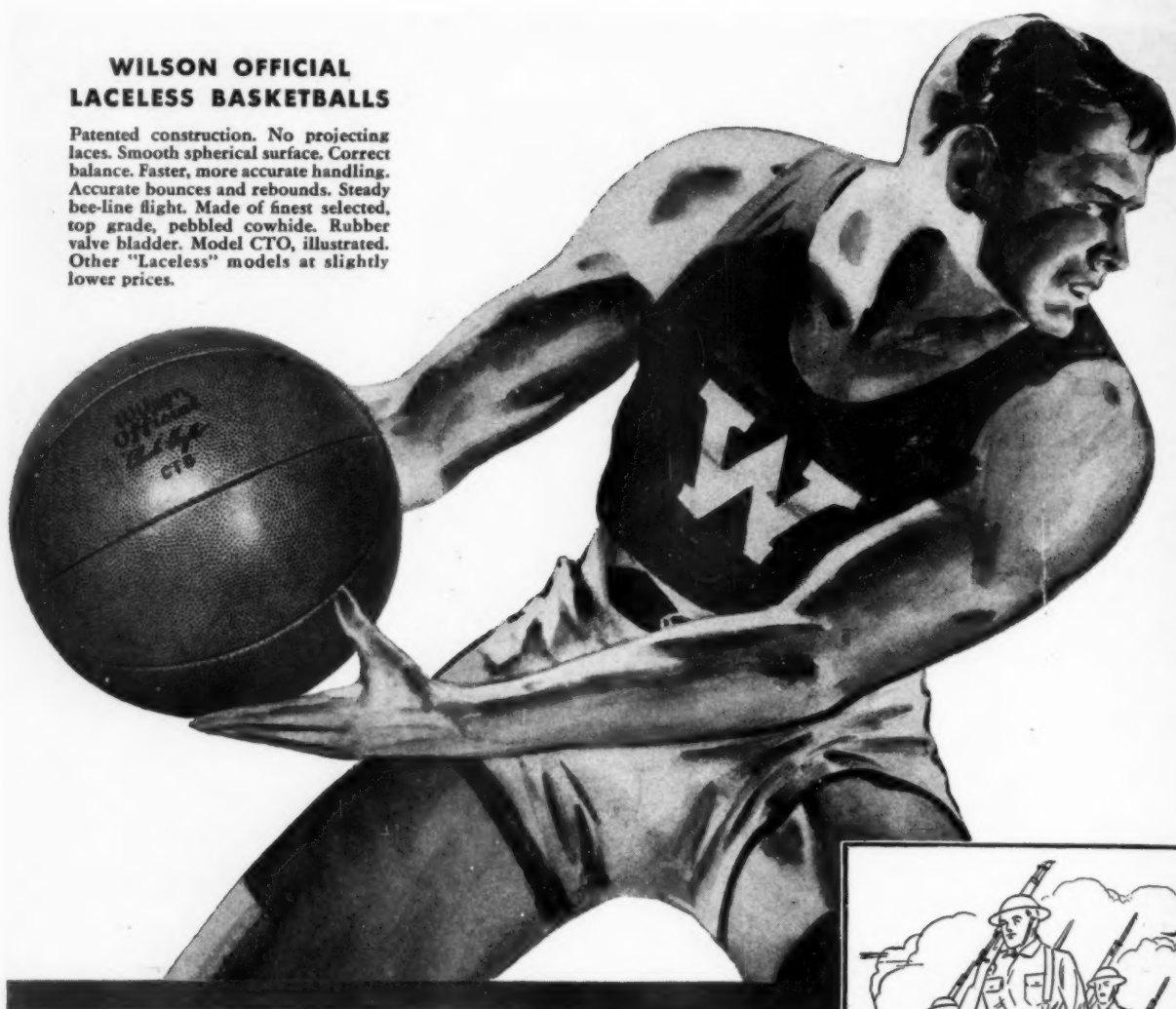


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by L. B. ICELY, President

Each day it becomes more obvious that the *power* in our *man power* must come from body-building exercise—from organized *competitive sports* in schools, colleges and universities—from organized *recreation and sports* in our war industries.

Since the call went out for men in the first draft of our man power, we have preached the value of American sports to the physical and mental development of our men—and our women. Many others see the light with us. When those in the higher places *realize* the necessity of organized sports and games and act upon it, America's fighting and production forces will be the greatest in all history. And in this all-out physical development program expertly *coached* American sports will play a vital part. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

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IT'S WILSON TODAY
IN SPORTS EQUIPMENT

FOR many months now, we've been driving home the critical need for broadening our physical education programs as a means of preparing our youth for service in the armed forces.

We've recommended programs, outlined the suggestions of the United States Office of Education, and thrown our own weight around in *Here Below*.

From our seat on the coach's bench, it looks as though the physical education profession is now thoroughly aroused to the exigencies of the moment, and eager and willing to do whatever it can to meet them.

How have they been meeting the challenge thus far? One group of physical educators have really gone all out. They have broadened their programs in accordance with the recommendations of the Office of Education, installed obstacle courses, and hypoped their health services. Other men have confined themselves to obstacle and commando courses.

The scope of their success has not always been a measure of their zeal. Some have had it easier than others. Men in schools with complete facilities, adequate teaching personnel, and a bulging exchequer should be expected to accomplish more than their overworked small-school brothers. But as long as both are fully exploiting their possibilities for service, they are doing all that can be expected of them.

THIS brings us to a third, and not insignificant, group of educators; a group as sincere and as eager to help as the others, but who are genuinely stumped as to the procedure. Their position is neatly expounded in Bill Wood's article on page 34.

Mr. Wood, as you know, conducts our *Coaches' Corner*. After a highly successful coaching career, he is now chairman of the English Department at the Evanston, Ill., Township High School.

In his editorial on the problem of increasing physical education programs, Mr. Wood asks "Information Please" on a number of

Here Below

questions: How can we find more time for physical education in an already overcrowded curriculum? Exactly what so-called non-essential courses can be pruned? Have we the facilities for intensified programs? With the serious teacher shortage, who will administer the program?

THESE are pertinent questions, indeed; but each of which, we believe, can and will be answered in future issues of *Scholastic Coach*. Meanwhile there is a danger in this line of reasoning.

These are days for action. Time is short. We can no longer take the long view in physical education. If there apparently is no extra time for physical education, we've got to make it. We can't wait. If we've got to prune other courses, if we must lengthen the school day, if we have to revamp the entire school schedule—let's do it now, today, this minute.

Certainly there are enormous difficulties. But as the President said in one of his early speeches on our production schedule, "It may be impossible, but we've got to do it."

Harold B. Larsen, track coach at Flushing, New York, High School, who was one of the first school men in the East to work up an emergency physical education program (See his article on page 10) has the right idea when he says:

"The situation has now grown serious. We must realize that the very lives of the boys may in two or three years depend on the way we train them now. Ours is the responsibility to see they meet the enemy on equal or better terms.

"There is one thing we must do at this time, and that is fight with all

our means for greater recognition of the tremendous importance of physical and health training. We must ask for a ten or even a fifteen period week in health and physical education. We must fight for better facilities.

"The public is receptive to the need of health, strength, athletic skills, endurance, health knowledge, and self defense. They want the best that health education can give their boys.

"But we ask this question: Is it possible to provide adequate training for endurance, self defense, coordination and skills, discipline and alertness, leadership, and training in tactics and military movements, so necessary today, in the little time we have to work with the boys?

"Remember we have these boys for only about 30 minutes of actual work three or four days a week for about 18 weeks a semester. How much more could be accomplished were every student compelled to take a 10-period health education program or compelled to go out for a varsity team!

"What was accomplished with the Flushing Commandos was due in part to the fact that these boys spent almost a half hour a day extra in training in the gym, field and at home. The consociation of the exercises in the tests accomplished the rest.

"It is for this reason I urge all of you to ask for a doubled or a tripled program of health education. Only a small percentage of our students will voluntarily take on extra-curricular work. But once we get them in the gym we can give them the 'works.'"

UNFORTUNATELY it is impossible to offer a war-time physical education program that can be universally adopted. The many differences in school setups militate against this. Recognizing this fact, the Office of Education has been offering general rather than specific program suggestions.

Scholastic Coach will continue to keep you informed as to the Office's activities, but would also like to publish any original ideas you men in the field may have. This issue contains three such ideas which were sent in to us. We're looking forward to more of the same.



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A TIE doesn't count in this grim game of war. Youngsters who have learned confidence and courage on the nation's basketball courts are playing with Uncle Sam to win—not by a slim point or two, but with an overwhelming score that will bury the Axis victoriously and permanently.

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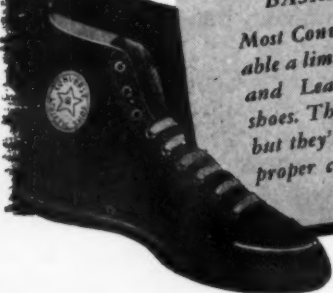
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PASSING AND SHOOTING CATALOG

By Clair Bee

This is the first of a series of articles by Clair Bee, coach of the fabulously successful Long Island University basketball teams. In between coaching school engagements last summer, the busiest of all Bees dashed off four excellent coaching texts which are now ready for distribution.

THE ability of a team to handle the ball is the key to its potentialities as a scorer. Good ball-handlers can keep possession of the ball until a scoring opportunity materializes; then further capitalize on their talents with an accurate scoring pass. Furthermore, this passing ability is indispensable in attacking a zone defense and in freezing the ball in the closing moments.

Passing calls for good hands; not necessarily large hands, but hands, which through constant practice, have developed a basketball "feel."

Accuracy is more important than speed, although a fast pass is absolutely essential against a good defensive opponent. Players should be taught to keep the ball moving continually; all passing drills should be directed toward this end. Holding the ball decelerates the offensive rhythm and enables the opponents to concentrate their defense.

As many of the fumbles in a fast-passing attack are caused by players taking their eyes off the ball, the coach will do well to preface his work on passing with a short course on receiving.

Tips on receiving

In catching the ball, the fingers should be well spread and pointed up or down, depending upon the height of the pass. The wrists and elbows should be free and loose, so that the hands may give with the ball. Most of the contact is with the fingertips. The palms should be cupped in such a manner that the ball does not strike them.

Other causes of fumbling are hard passes, fighting the ball, inaccuracy on the part of the passer, and mistakes involving speed, distance, and the height of the pass.

Probably the best place to aim the ball is between the shoulders and the waist. When a pass is thrown head high, the receiver has a tendency to duck, taking his eyes off the ball and thus often fumbling.

The receiver should always be moving towards the ball. This reduces some of the danger of interception and enables him to keep his body between the ball and the opponent.

Here are the factors that go into the making of a good passer:

Split Vision: This is one of the most difficult of passing skills to teach. Most players feel they must look directly at their teammates. Others go to the opposite extreme—they look away and execute blind passes. The boys should be impressed with the fact that depth and marginal vision will enable them to see their receivers clearly enough for good passing.

A player who seems to have considerable difficulty in catching the ball and passing accurately should be checked for visual deficiencies. Research has proven that faulty vision is not so important in shooting as it is in catching the ball.

Players who can use peripheral vision and maintain a poker face before, during and after the pass have a tremendous advantage. It is a tough thing to teach but within the province of the coach.

Deception: As most guards concentrate upon the ball, the passer must employ some sort of deception or he will find many of his tosses being intercepted. He should avoid making all his passes on the same plane. It is possible to watch the opponent and pass over, around, or under his hands. Changing the plane will usually assure a safe delivery of the ball. In this connection it is a wise practice to pass to the left of right-handed players and vice versa.

Speed: Fast passing is important, but it is not necessary to knock a receiver over. Timing is essential. Usually the speed of the receiver determines the speed with which the ball should be forwarded to him.

Passers should keep in mind that the ball ordinarily travels about ten times as fast as a player can run; hence there is little need of tremendous force.

Judgment: All passing excellence is wasted if the ball is not passed at the right time in the right place to the right player. Certain passes are good in a given situation and injudicious in others.

It is absolutely essential to give the receiver a lead. In this connection it might prove helpful to stress the importance of watching the receiver's opponent. This applies particularly to passes into pivots under the basket.

A tall player, when guarded by a shorter man, would be foolish to use underhand and bounce passes. His

biggest threat in this situation would be the baseball, hook and two-hand overhead passes.

A pass for every play

There is a pass for every play. Whether or not the play will succeed depends upon the position in which the player catches the ball and his ability to redirect it to his teammate. The fundamental passes may be catalogued as follows:

Two-Hand Passes. The two-hand or snap pass is probably the basic pass in basketball. It usually accompanies a rapid movement of the ball and the players, and should seldom be used for distances over 15 or 20 feet.

The ball is released with a snap of the wrists, elbows and fingers, producing considerable speed. For best results, it should be executed on a plane between the hips and shoulders.

Players should learn how to receive and snap the ball in almost the same motion, so that no time is wasted between the catch and the pass. The two-hand snap is easy to teach, lends itself to a great number of feints and fakes, and, when properly held, facilitates a quick set shot. Proficiency depends on strong wrists and fingers. The use of medicine balls is excellent for the development of these members.

Bounce Pass. The bounce is similar to the snap but is thrown on a different plane. It may be executed with one or two hands. The pass is not safe for great distances and must be kept close to the floor, since a high bounce is extremely slow and thus easily intercepted. It should hit the floor as close to the receiver as possible, almost requiring a baseball pickup. To be most effective, the pass should be camouflaged with a fake of some sort.

The bounce pass, whether with one or two hands, is a stock weapon against the front line of chasers in a zone, for feeding a post or a pivot player (but not when he is out to score), following a fake or when an opponent leaves his feet, and on out-of-bounds plays.

Three kinds of spin may be used in passing the ball. A "kill" or reverse spin can be used when necessary to deliver the ball almost to the receiver's feet, thus facilitating the handling of the ball.

A forward or "carry" spin is useful when the receiver is going away

from the passer; and a clockwise or counter-clockwise spin is recommended when feeding a pivot or post whenever it is necessary to throw to his left or right because of the man guarding him. (The execution of these spins is described in the section on layup shooting.)

Many of our better passers use counter-clockwise spin when feeding a pivot from the right side of the court. They direct the ball to a spot two or three feet to the left of the receiver and the spin bounds it directly into his hands without forcing him to change position.

Overhead Pass. The overhead is a favorite pass of the pros. It can be thrown with great speed and on a high plane, making it almost impossible for the guard to deflect. A great amount of wrist action is necessary, but the ball should not be dropped too far back of the head.

A tall pivot-post can make good use of this pass on turn-around plays. That is, after receiving the ball and before a teammate cuts by, he may turn toward the basket and feed him with an overhead pass. If the pivot-post is tall enough, there is no chance of his guard deflecting the ball.

Baseball Pass. The long pass is an absolute essential in basketball, and about the only way it can be efficiently made is with baseball technique. The baseball pass is most commonly used when distance or speed is essential. Too much spin should not be imparted; it makes it tough on the receiver.

If possible the ball should be released with an elbow and wrist action similar to the technique of a catcher throwing to second. The ball should be released on a high plane. Timing is very important as there usually is considerable daylight between the passer and the receiver.

Hook Pass. Proficiency in the hook seems to be deteriorating. In the early days, the boys were masters of the art. Today there are few players who can throw a good hook pass.

It is an excellent medium for feeding a pivot and others around the free-throw lane. Nearly every rebound guard uses the hook after recovering the ball from the opponents' backboard. It is also a good pass to use when closely pressed, provided a teammate is in the proper position to receive it. A tall man can make particularly fine use of the pass.

The ball can be hooked from a floor position or following a leap in the air. It is wise to stress throwing it in back of the head as much as possible, otherwise it will degenerate into a cross pass. As with all passes, a crouch is probably the best funda-

mental stance. A slight turn of the body accompanied by a forward step is conducive to accuracy. The step and half turn also may confuse the defensive player and protect against interception.

The ball is held with the fingers widely spread and the wrist humped in such manner that the ball rests against the wrist and forearm. The arm is carried up fully extended, and the ball released from the fingertips.

When used in the backcourt it is extremely dangerous, as there are few hook situations which do not require a lateral or crosscourt flight.

Around-the-Back Pass. Although many coaches prohibit its use, the around-the-back is not a trick pass. When cutting to the right side of the basket, a player may be so well guarded that he cannot pass or shoot from in front of his body. A teammate may be approaching on the other side, entirely unguarded. An around-the-back bounce or flip might lead to two points.

When pressed, it may be the only means of avoiding a held ball. A quick pass and a break for the basket may enable the offensive player

Howie Rader, L.I.U.'s great floor man, is shown here demonstrating the around-the-back, baseball, and two-hand bounce passes. So sharp is his sense of split-vision that it is difficult to tell whether he is applying his gifted talent or passing blindly. Two things are sure: his passes are accurate and his guard is bewildered. Who can ask for anything more?

to drive in for a score or to shake off his guard and go back to help his teammates freeze the ball.

As in the hook, the ball is lodged between the spread fingers and the wrist and forearm. It is carried with an extended arm around the back. At the same time, the hips may be shifted slightly in the direction of the pass to get them out of the way. The ball is released with a flip of the wrist and fingers.

Jump Pass. This is a good pass for pivots near the basket who, in attempting to score, find themselves so closely guarded that they believe the ball may be deflected. At the last instant, while in the air, they may pass to a teammate.

The jump pass should be part of the repertory of every pivot player, as he often is sandwiched or double teamed when attempting a shot under the basket. This double teaming should tip him off that a teammate is loose nearby and that if he can be

located, the ball may be passed to him for an easy goal.

Shooting stars

Shooting a basketball can be compared to shooting a rifle. The marksman draws a bead on his target and concentrates on that point until he sees the actual hit.

Starting under the basket, there are two basic types of shots—the clean shot and the bank shot. However, there are many variations of each. From certain points on the floor, a bank shot is necessary; other spots demand a clean shot.

Layup Shot. Where the backboard is necessary, spin is important. The spin may be of the "kill," "carry," or "lift" type. A "kill" spin is produced by releasing the ball from the fingertips in such manner that it revolves towards the player.

"Carry" spin is imparted with a turn of the hand from left to right or right to left, depending upon the side from which the basket is approached.

A "lift" spin is produced by an upward lift of the hand and fingers, causing the ball to climb from right to left or vice versa, depending upon the approach to the basket.

Many coaches eliminate spin altogether.

Three factors bear upon the carom shot: the position of the player on the court, the spot on the backboard to which the ball is directed, and the amount of spin imparted.

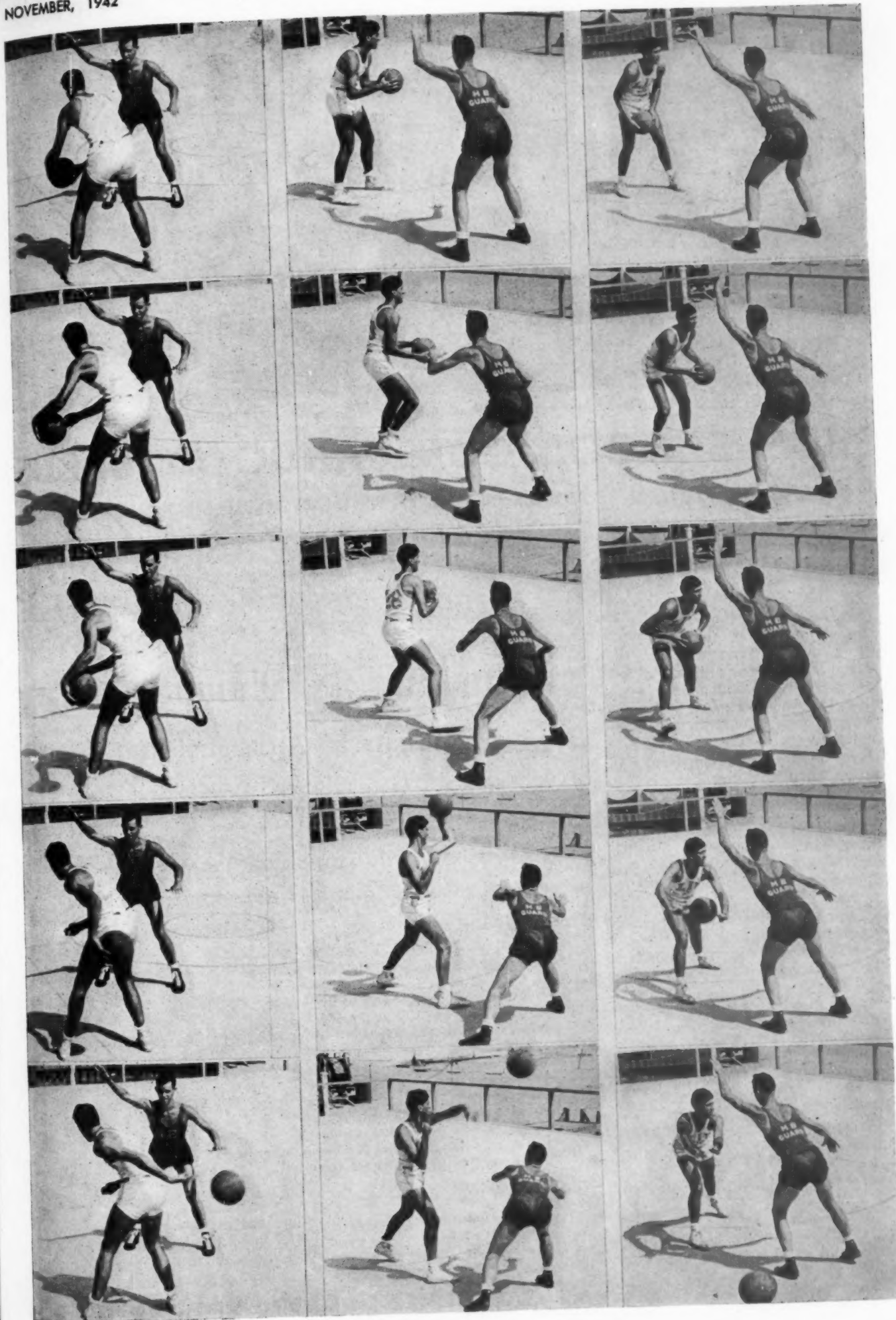
Ordinarily the player leaps as high off the floor as he can, from the leg opposite the ball hand. The ball is carried up with both hands. At the peak point of the leap, the balancing hand comes off and the ball is curled off the fingertips. When closely pressed, it is a good idea to maneuver the near shoulder between the guard and the ball hand.

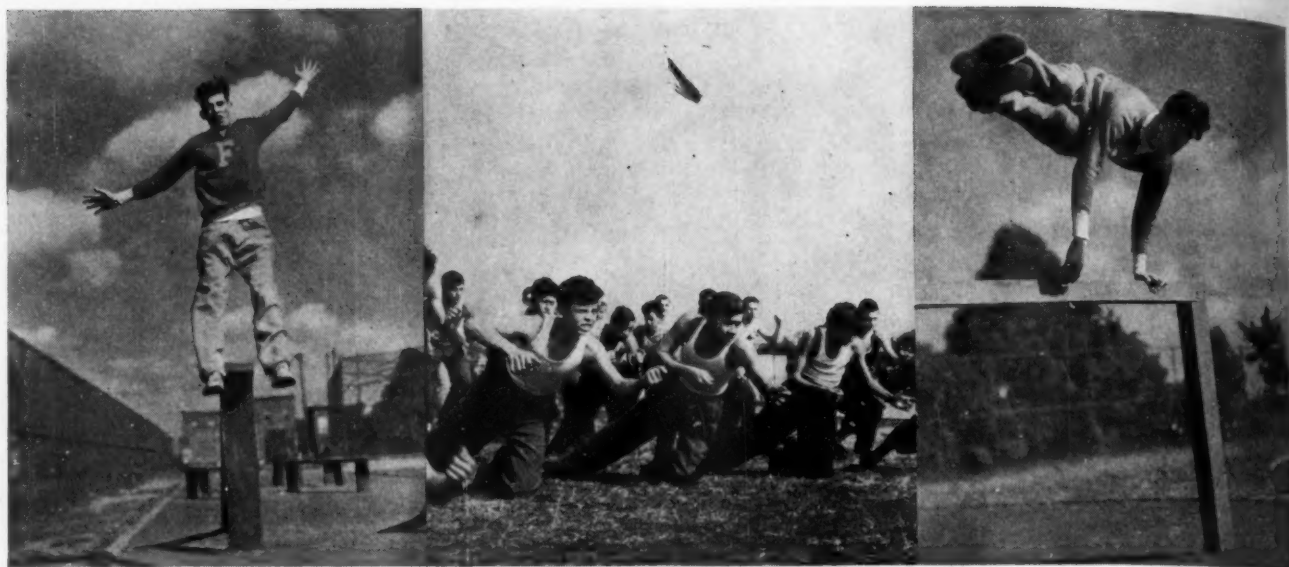
Set Shot: "Keep your eyes on the ball" is axiomatic for almost every sport. In shooting baskets, however, the exact opposite is true. Concentration on the objective—the basket or spot on the backboard, is the elementary principle.

In teaching this concentration on the rim, a vertical sliding basket may be used. This permits the elevation of the basket at different heights so that players can be taught to concentrate on the rim from varying distances. As their accuracy increases, the board can be elevated until it finally reaches ten feet. The construction of such a basket is simple and is an excellent medium for teaching young players who cannot quite reach the elevation of the regular basket.

(Continued on page 30)

NOVEMBER, 1942





Highlights of the outdoor obstacle course and physical education program at the Flushing, New York, High School.

HIGH SCHOOL COMMANDO COURSES

By Harold B. Larsen

In addition to his duties in the health education department of Flushing, N. Y., High School, Harold B. Larsen coaches track and cross-country.

REALIZING the sudden emergency that confronted our nation when war was declared and that our high school boys might soon be called into active duty, the New York City health education department, in an emergency meeting, formulated a more rigorous program of physical education than the city has had for many years.

I felt this program could be carried still farther and, in putting this theory into practice at Flushing High School, evolved the Commando Course which has proven so popular in these parts.

The objectives of this course could be summarized as follows:

1. To inspire American youth to train themselves to their utmost capacity.
2. To develop strength, endurance and skill in all the basic movements required in soldiering.
3. To instil courage, daring, initiative, and self-reliance.
4. To teach self-defense and offensive fighting.
5. To equip boys with such ideals, knowledge and skills as to produce a high level of morale.
6. To train boys to be both leaders and followers.
7. To prepare our boys to outrun, outfight, outjump, outclimb, outendure, and outsmart any and every enemy of ours.

The entire student body was given



Flushing Commandos

Certificate of Accomplishment

This is to certify that

has satisfactorily completed the Commando course of training and is able to perform the following events.

1. Dip 10 times on parallels or 20 push-ups
2. Chin 10 times
3. Climb 18 foot rope without use of feet
4. Vault over elephant at 5 foot height
5. Pick up and carry (Fireman's carry) own weight 100 yards in under 30 seconds.
6. High jump 4 feet
7. Step and leap 16 feet
8. Broad jump 16 feet
9. Front circle on horizontal bar
10. Run 1 mile in under 6 minutes
 - Run $\frac{1}{4}$ mile in under 2 minutes 30 seconds
 - Run $\frac{1}{4}$ mile in under 62 seconds

Principal

Chairman Health Educational Dept.

Coach of Commandos

Date

special training in running. One of the requirements for passing health education was running the mile in under seven minutes. Although my colleagues did not believe it could be done, every student in my upper-term classes passed this test.

The very obese and a few others were given lesser distances to run. Special training was also given in our indoor program, including calisthenic work, stunts, tumbling, apparatus work, etc., designed to strengthen the muscles involved in the tests. Practice in each of the Commando tests was given in the form of rotating squad work in the gymnasium and in the field.

The tests were stiff enough to challenge the best athletes, so that everybody had to train for them. Every boy could test himself, and this they did frequently. As they passed each test, they were given credit for it. Upon passing all, they were awarded an attractive Commando button which read, "FLUSHING HIGH SCHOOL COMMANDOS," and a certificate of accomplishment. As an incentive to the less physically gifted, a Junior Com-

mando button was awarded for lesser achievement.

The 10 Commando tests are listed in the accompanying certificate of accomplishment. The Junior Commando requirements consisted of:

1. Dip 7 times (or 15 push-ups).
2. Chin 7 times.
3. Climb rope with feet.
4. Vault elephant at 4 feet.
5. Pick up and carry own weight 75 yards in under 30 seconds.
6. High jump 3 feet 6 inches.
7. Step and leap 14 feet 6 inches.
8. Running broad jump 14 feet 6 inches.
9. Front circle on horizontal bar.
10. Run $\frac{1}{4}$ mile under 65 seconds; run $\frac{1}{2}$ mile under 2 minutes 40 seconds; run 1 mile under 6 $\frac{1}{2}$ minutes.

Examined briefly, it can be seen that the Commando tests include all the physiological activities necessary for the all-around development of the youth. The chinning, dips, rope climbing, and elephant vault develop the upper extremities and the back, shoulder and chest muscles. The vault, circle and the jumps are excellent for the abdominals and the arm and leg

muscles. The jump, step and leap and the running develop the thigh, leg and foot muscles. Thoracic development, including the heart and lungs, is pronounced.

The tests do not stop at the physical development of the boy; they also contribute to character training. The boys have to punish themselves. The pride and the thrill they experience in achieving each objective naturally is that much keener. They get a kick out of doing things they never believed themselves capable of. They even begin comparing their times in the mile to Cunningham's, and thus arrive at a finer appreciation of the importance of training and of keeping in perfect physical condition.

We health educators, physical trainers and coaches have got to demand and get more from our students. We've got to develop their powers of endurance by continually forcing them to go all out physically. We have been hesitant about doing this sort of thing, particularly where we did not have such facilities as shower rooms and swimming pools.

Indoor Suggestions

By E. J. Lalley

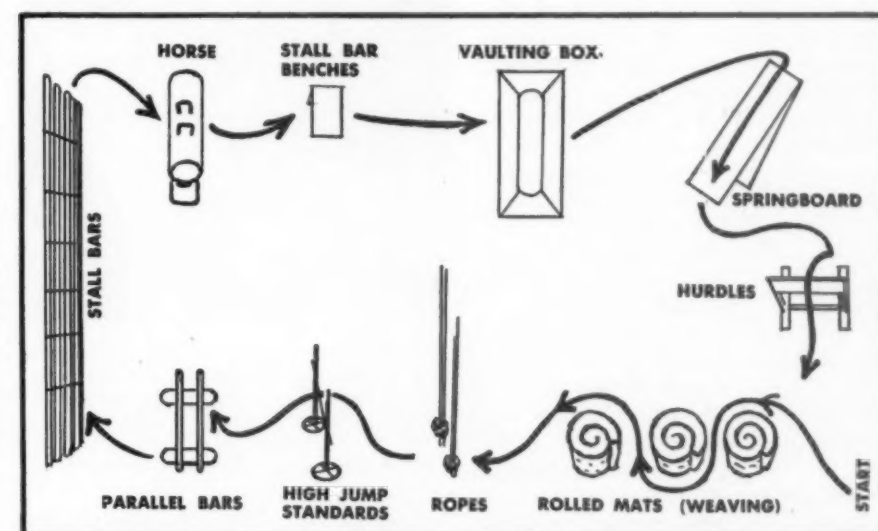
E. J. Lalley, former intramural director at Central High School, Binghamton, N. Y., is now an instructor in the department of physical education at New York University.

MANY physical education teachers and coaches, in swinging along with the military trend, are busy setting up obstacle courses, commando tests, and similar programs. Most of these new units are being established on athletic fields and the surrounding territory, utilizing such natural obstacles as stone walls, wide ditches and trees.

With winter coming on, the time is now ripe to adapt this program to the gym floor, so that it may be continued during the cold months. The following pieces of apparatus may be worked into the program: horse, parallel bars, ropes, high jump standards, regular track hurdles, vaulting box, mats, spring boards, and stall bars.

Many indoor variations of the obstacle course may be worked out by the director. The suggestions that follow are merely offered as basic steps:

Parallel Bars: (a) Set bars low with mats on top and have boys vault over; (b) Set bars high with mats on top and have boys climb over; (c) Set one bar low (on ap-



proach side) and other bar high. Have boys climb to standing position on first bar and vault over to mat on the floor.

Horse: (a) All the conventional vaults may be used, including the straddle vault, wolf vault, thief vault, courage vault (kneel between pommels and dismount by snapping legs through without use of hands); vault to top of horse, standing between pommels, and dismount by jumping down to mat. (b) Straight hurdle over the horse set at low height; (c) Set the horse high and have boys climb over it.

Vaulting Box: (a) Side of box facing group—straight hurdle over

box, jump over box, using one-foot takeoff have boys jump to top of box and then jump to mat on floor; (b) End of vaulting box facing group—use conventional vaults.

Ropes: (a) Climb to top of rope, using hands and feet; (b) Climb one rope and descend another alongside; (c) Climb rope to top hand over hand (requires extensive training); (d) Jump to support position on rope and vault over low object.

High Jump Standards: (a) Crawl under bar set at low height (14-16 inches from floor); (b) Clear bar at medium height (3 feet 10 inches).

Mats: Roll mats and tie them.

(Concluded on page 37)

TREATMENT OF WRESTLING INJURIES

By A. J. "Duke" Wyre

Mat burns and abrasions should be attended to after every practice session and match

This is the third of a series of articles by A. J. "Duke" Wyre, who, after ten years at Yale University, is now head trainer at Holy Cross College. His first article, in September, covered grass drills and training for football; his second, last month, was on general exercises for the high school physical education program.

WITH all the emphasis on toughening activities these days, wrestling is booming in the physical education programs of our armed forces, colleges, and high schools.

Few sports top it in body-building potentialities. There are some who claim it is a muscle-binder, but this is not the case. Under the present rules and carefully planned training regimens, wrestling increases a boy's strength and speeds up his neuromuscular coordinations without impairing muscle freedom.

As in any sport, the boy is exposed to certain injuries. One of the chief parental objections to wrestling is the so-called "cauliflower" ear.

This objection can be invalidated by making it compulsory for every candidate to wear a helmet both in practice and during competition.

Cauliflower ear is caused by a blow to or a rubbing of the external ear, which consists of a layer of cartilage covered by skin. The blow or friction action ruptures the blood vessels so that the blood distends into the overlying skin.

If left untreated the blood coagulates and may harden into gristle. Prompt and proper treatment is demanded. Cold applications—ice, ice bags, or cold towels, with pressure to stop the internal bleeding, are indicated. Following these applications, the ear should be taped with adhesive to furnish pressure against a recurrence of bleeding. Refer the case to the team doctor.

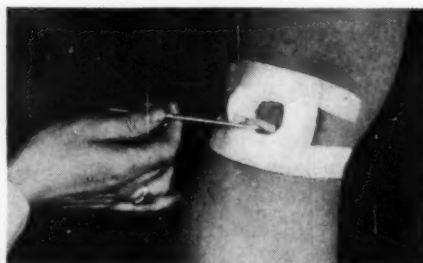
Mat burns or abrasions are common in wrestling. These are caused by the scuffing or rubbing of the skin against a rough surface. Although mat burns are minor wounds, neglect may cause infection. No matter how trivial the wound appears, give it prompt attention.

At Holy Cross, we clean the wound with alcohol and then paint it with tincture of methiolate. I use methiolate on all mat burns or abrasions as it can be covered with a sterile dressing without waiting for it to dry, as would be necessary if iodine were applied. Never cover

iodine with a dressing while the iodine is wet.

Ligaments are fibers that hold the bones together. They also are the limiting structures around joints. When sufficient force is applied to a joint, which tears or stretches the ligaments, we then have what is commonly called a sprain. A torn ligament bleeds, with the blood often flowing into the joint or into the soft tissues around the joint.

The treatment calls for cold applications and pressure to restrict to a minimum the swelling or clot caused by the internal bleeding.



DRESSING for protection of mat burns and abrasions: Cut holes in three 3 by 3 inch gauze pads and attach to wound. Apply boric acid ointment to scab, and cover with another 3 by 3 inch pad; then anchor pad securely in place.

The less the swelling, the more rapid will be the recovery.

Following the cold applications, the injured joint should be padded with cotton and wrapped with an Ace bandage. The patient should be told to rest the joint in an elevated position for 24 hours.

Ligaments do not heal as rapidly as skin or muscle. In this respect, they are more like bones. Ligaments heal through scar tissue, which produces a loss of tone. Therefore the joint has to be strapped with a supportive bandage whenever it is used for vigorous exercise.

If the ankle joint has been sprained and the prescribed treatment given, the ankle (if there isn't any fracture) can be treated with heat the following day; that is, in-

fra-red lamps, whirlpool baths, hot compresses, or diathermy. The ankle should then be strapped with a Gibney or basket weave.

Muscle injuries are produced by blows, violent wrenches, or quick contractions, especially where the athlete is improperly warmed up. Hence, a carefully planned warm up helps prevent this injury.

The nature of the injury is a tearing or pulling apart of the muscle fibers. Internal bleeding occurs immediately, filling up the gap caused by the tearing action.

The treatment of such injuries should aim to limit the size of the clot. First aid embodies the application of ice or ice bags, cold towels, and compression to constrict the blood vessels.

The limb should be elevated and the patient told to rest it for 24 hours. At the end of this time, further treatment may be instituted. Heat can be used; namely, infra-red lamps, hot towels, or short wave diathermy.

Light massage may also be utilized, but only above the injury. At no time, under any circumstances, should the actual site of the injury be massaged. Massage above the injury will hasten the absorption of the fluid from the injured area.

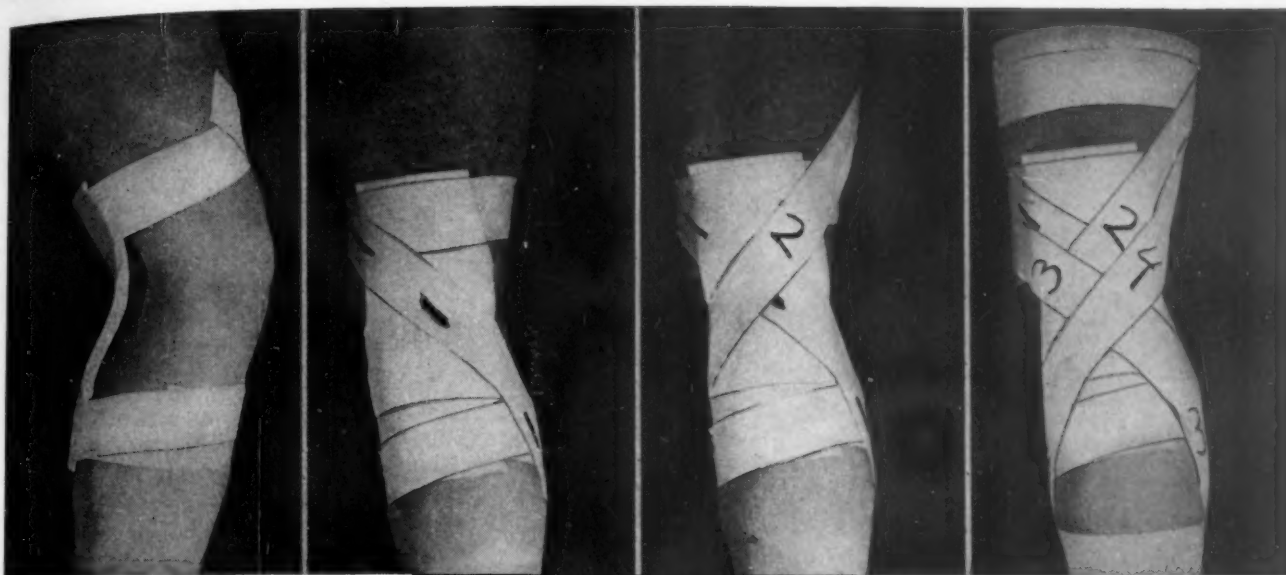
The stroking movement should always be toward the heart with the hands working gradually toward the affected area, until, at the final stroke, they are about an inch away from the actual injury. The heat and massage should be applied daily and a compression bandage worn for several days.

General hints

The wrestling room should be light and airy and the cover of the mat washed or disinfected daily. No one should walk on the mat with street shoes.

The boys' working clothes should be laundered at least once a week. This includes socks, jocks, shirts, and pants. Each boy should have his own helmet and there should be no swapping of helmets at any time unless they have been cleaned.

All mat burns and abrasions should be properly treated after every practice and match. It is a good idea to have the boys apply some alcohol to their necks, ears, and faces after every workout as a preventive against impetigo.



ABOVE: Strapping for hyper-extension of knee joint. Have boy stand with knee slightly flexed and apply 4 by 12 in. felt pad, $\frac{3}{8}$ in. thick, in back of knee, and anchor. Start first strip just left of shin bone, carry diagonally across bone and bring it up in back of knee to front of thigh. Start second strip on right of shin bone, carry diagonally across bone and up behind knee, crossing first strip at back of knee and finishing on front of thigh. Third and fourth strips overlap first and second.



LEFT: Support for strained neck. Apply ring of $\frac{3}{8}$ in. felt, joining ends in front, cut in V for comfort. Anchor with 1 in. tape.

BELOW: Strap for separation of acromio-clavicular. Place round felt pad with hole in center over pressure spot. Then apply strip of 2 in. tape, holding ends in each hand and bringing center down with even pressure over pad, one end on chest and other low on shoulder blade. Apply four or five overlapping strips.



ABOVE: Pressure bandage for injured knee, which helps absorb fluid (water on knee) and relaxes ligaments and tendons. Have boy stand with knee slightly flexed, and apply strip of 4 by 12 in. felt, $\frac{3}{8}$ in. thick, in back of knee. Then adjust two strips of $\frac{3}{8}$ in. felt, $1\frac{1}{2}$ by 12 in., on either side of knee. Wrap with an elastic bandage. Bandage should be worn after injury has occurred and while knee is healing. It does not take the place of the regular adhesive strappings that are worn when boy resumes work.



LEFT: Strapping for separation of the sterno-clavicular process, that is, a loosening or partial tear of the ligaments which hold the inner end of collar bone where it is attached to breast bone, due to a sudden backward wrench of the shoulder. Place felt pad with hole cut in center over pressure spot. Then apply strip of 2 in. tape, from left side of chest upwards over pad and down on lower end of shoulder blade. Apply four or five strips in the same fashion, covering pad. Anchor front and back.

FIVE-MAN SCREEN-ROLL CONTINUITY

By Charles Liebowitz

An original system of closely integrated patterns in which every move is part of the attacking chain

Charles Liebowitz will be remembered as author of perhaps the best article on two-man plays ever to appear in "Scholastic Coach" or any other magazine—"Two-Man Plays for Every Situation," which appeared last November. Last year Mr. Liebowitz coached the championship University of Puerto Rico team and served as technical basketball director of Puerto Rico and the Dominican Republic. He has conducted instructional clinics throughout both these islands and in Cuba, lecturing at all the colleges, high schools, and sports organizations.

"ATTACK, always attack!" The general who coined this immortal phrase wasn't thinking of basketball, of course. But he could have. In basketball as in war, unceasing attack is a winning formula.

Fundamentally, this is the objective of all systems of basketball. Each pass or cut, though not always a straightforward attempt at a score, should be part of such an attempt. If it isn't, the system is no good. For the boys are just wasting their energy. Every pass, every fake, every cut should be part of a definite attacking pattern.

The five-man screen-roll continuity outlined herein offers such a pattern. It involves a constant interchange of floor positions and responsibilities, each of which is a link in the attacking chain.

The writer has used a singular noun, *continuity*, to describe his system. In reality the system is made up of a series of closely integrated continuities.

For the most part, the basic floor plan in these continuities is a 2-2-1. After five screen-roll plays, the boys find themselves back in their original positions, but on opposite sides of the forecourt. Five additional plays, or ten in all, return them to their starting points.

By this time, every player will have served in every key spot of the system. Each player will have, on each side of the floor:

1. Set up an inside and outside screen.

2. Worked an inside and outside roll.

3. Darted around an inside screen for a cross-basket layup.

4. Cut around an outside screen for a direct step-in shot.

5. Fed the shooter.

6. Thrown a lateral, longitudinal, and diagonal pass, faked a break inside, and shot around his guard on the outside.

Continuity 1

In the first continuity, No. 1 touches off the sequence with a pass to 2, who has insured unmo-lested reception by forcing his man back with a fake. After passing, 1 fakes a break inside his man, then changes direction and drives around the outside at top speed, raising his arms as if expecting a return pass. The ruse keeps X1 riveted to him.

The cutter's idea is to screen for 3 by impeding X3's progress momentarily or forcing him to take a circuitous path in following 3 who, after starting up as if to replace 1, suddenly changes direction and cuts inside brushing directly off 1's back at full speed. He looks for a direct feed from 2 or an indirect relay from 4 (2 to 4 to 3). If the pass is not forthcoming, he continues toward the corner.

If 3 receives the ball and finds a free lane to the basket, he should push the ball well in advance so that he does not have to slacken his pace, and dribble with his left hand (the hand farthest from his opponent) for the necessary ball protection, utilizing the high dribble for speed. If a direct scoring opportunity does not materialize, he may exercise any of these three options:

A. Stop suddenly and shoot, if he believes his man will overrun him.

B. Stop abruptly near the basket in stride position with his right

foot leading and his back presented to both his man and the basket. In this position, he fakes to his right by first turning his head to locate the basket and then raising the ball to his right as if to take a left-handed pivot shot. Almost simultaneously, he wheels and without lowering the ball attempts a right-handed shot, keeping his left arm and shoulder up for the necessary protection.

C. Hook or bounce the ball to 1 who "rolls" away following the screen and arrives in time for a pass under the right side of the basket.

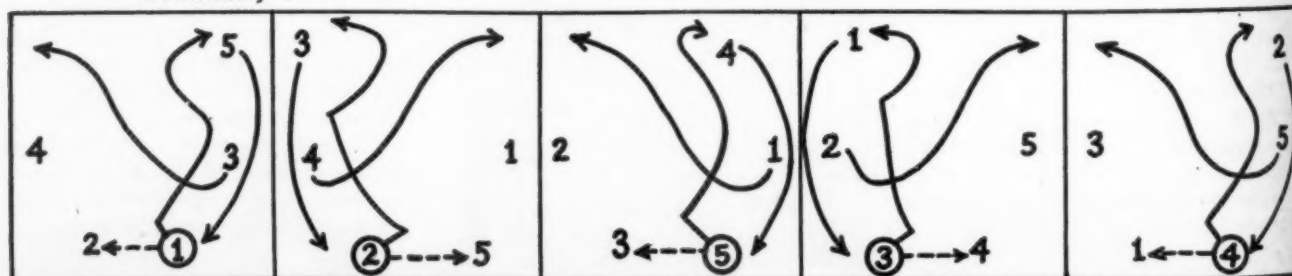
D. Continue dribbling along the endline towards the nearer corner of the court (left), switching dribbling hands (left to right) as he changes from the diagonal to the lateral dribble. The idea is to dribble with the hand farthest from the guard so that the ball is protected with the body. Upon arriving in the immediate vicinity of the corner, he may whip a pass to 4 who has been jockeying close to the sideline. 4 would then pass to 2.

As already noted, 1, immediately after screening, executes a roll. This is a rapid follow up of the screen as insurance in case of a switch. No. 1's path to the basket should be unimpeded as X3, if he switches to him, is on the outside and hence in extremely poor defensive position. Player 1's break places X1, who has switched to 3, in a very precarious position; he is faced with a 2-on-1 situation.

If 2 cannot feed 3 directly, he relays the ball to 4 for the indirect feed; or, if he deems it inadvisable to exercise either option, withholds the ball. Assuming that 2 does pass the ball to 4 and the latter believes no material advantage can be gained by passing to 3, he wisely returns the ball to 2. The latter holds position but shuffles from side to side to keep his man at a re-

(Continued on page 16)

Continuity 1





They haven't forgotten you, Coach. Nor the things you taught 'em. Things like keeping in shape, getting plenty of rest and exercise . . . things like never giving up. That's why they're going to win through for America—like they used to do for you.

We're following them right into the service—by continuing to provide for them the kind of dependable *vital zone* protection you've so long advised. And you can count on us to keep

right on helping you protect your new boys, too . . . with Bike Supporters for long-lasting, comfortable reliability.

BIKE FOR SAFETY IN ALL SPORTS

There are Bike supports for every athletic need. For the trainer—Bike's famous Trainer's Tape, bandages, and first aid kits.



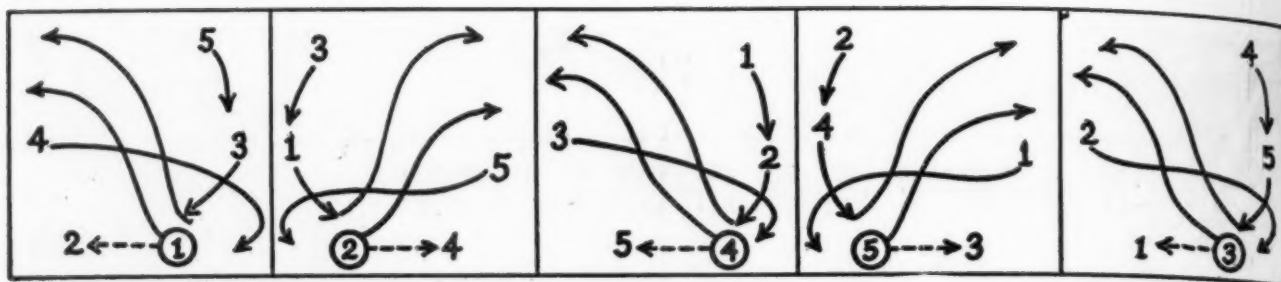
Now available for booking, Bike's informative 16 millimeter film "Taping Technique"—both sound and silent.



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spectful distance, constantly on the alert, however, for a cut at the basket should X2 turn his attention to the ball.

As 5 sees 3 cut off 1, he advances towards the center line, replacing 1 and assuming the responsibilities of that position. Meanwhile 1, upon noticing 3 continuing into the opposite corner, fades towards the right corner and then works his way up to 3's original spot.

Continuity 2

No. 1 chest passes to 2 and tips off the change in continuity by cutting diagonally inside X1, after faking an outside break. As soon as 4 sees no return pass will be attempted, he dashes between 3 and X3 toward 1's original position and screens for 3, who has replaced 1.

No. 3 relaxes his man by loafing up the floor; then, at the proper psychological moment, feints toward the outside to draw his man's attention away from the screen, abruptly reverses direction and breaks diagonally inside as close off 4's back as possible in an attempt to run X3 into X4.

At this stage of the play, 2 attempts to feed 3 directly, or indirectly through 1, who has replaced 4. (See diagrams on page 39 for two options at this point.) If 2 decides to retain possession, 3 assumes

a position near the endline behind 1. Screener 4 steps into 1's original position, while 5 advances to 3's old post.

If X3 and X4 switch, 4 should immediately roll, breaking outside for a possible hook pass from 3. In this case, 5 replaces 4. As a rule, X3 is caught unawares and cannot switch in time to prevent 4 from shooting.

Continuity 3

No. 1 fires a snappy sideline pass to 3 and cuts longitudinally inside the receiver. No. 2 replaces 1 and 4 steps into 2's vacated position.

Meanwhile 3 fakes a reverse dribble towards the nearer sideline and then dribbles sharply off the heels of 1, driving into the basket for a left-handed cross-basket layup. If an orthodox scoring opportunity does not present itself, he continues dribbling until he reaches 4's old spot.

Player 5, who has cut off 1's back almost immediately after 3, trails the latter and assumes a position near the endline behind him. In the second diagram, 3 pitches a diagonal passout to 2, the player nearest the center line on the opposite side of the court, and immediately cuts to the right corner of the court. No. 5 moves into the No. 3 post.

Any time the screener's guard switches in this continuity, the

Continuity 2

screener should work the roll.

Associate to Continuity 3

The circulation starts in the same fashion with 1 whipping the ball to 3's unguarded hand and following his pass inside the receiver. Players 2 and 4 shift into their new posts, while 3 dribbles off 1's back until forced to stop and pivot. If he can't get through, he tries to stop on the right side of the free-throw lane.

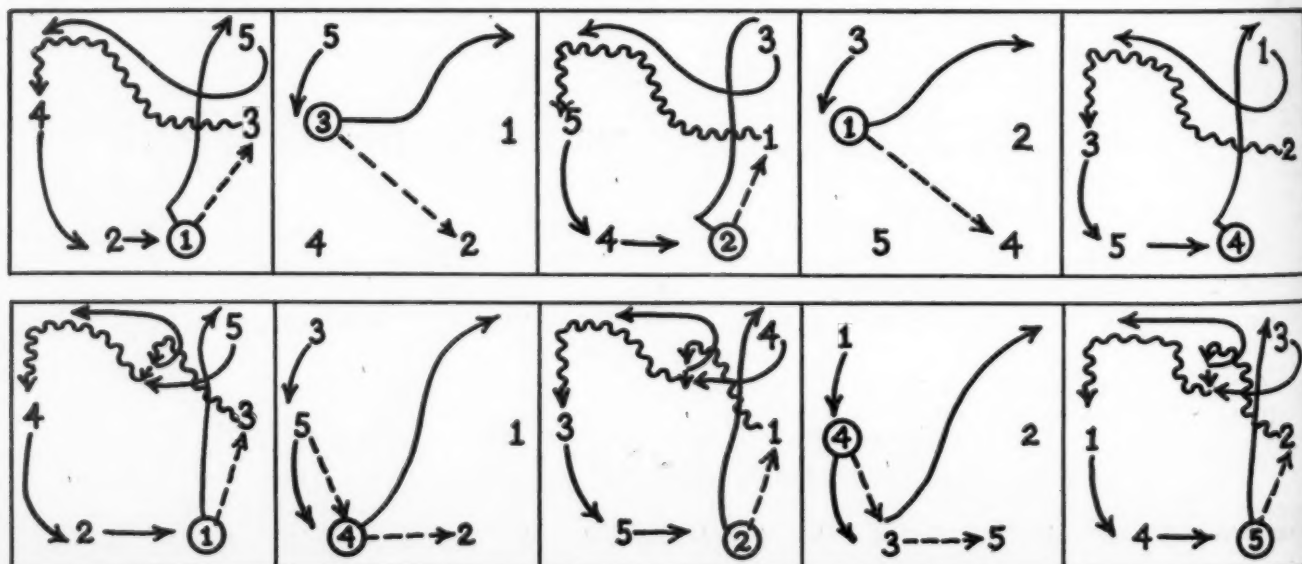
Player 5 cuts closely off 1's heels and trails 3. Upon seeing 3 set up a post-screen, he breaks sharply across him for a soft flip pass. He then dribbles into the basket for a left-handed layup.

If a favorable shooting opportunity does not develop, 5 continues dribbling until he reaches 4's vacated position. No. 3, after flipping his pass, rolls in the opposite direction and drives in for a return pass, should the opponents switch, or for rebound duty if 5 shoots; after which he trails 5, crossing underneath the basket and assuming a position along the endline.

No. 5 passes the ball to 4, the teammate situated on the same side of the court nearest the center line. The screener, 1, turns toward the right corner, moves along the endline, then up along the sideline to 3's original spot.

No. 4 passes the ball crosscourt (Continued on page 38)

Continuity 3 and Associate



AMERICA'S FLAVOR FAVORITES

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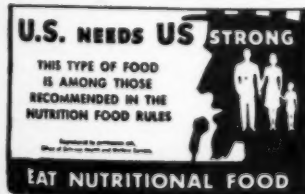
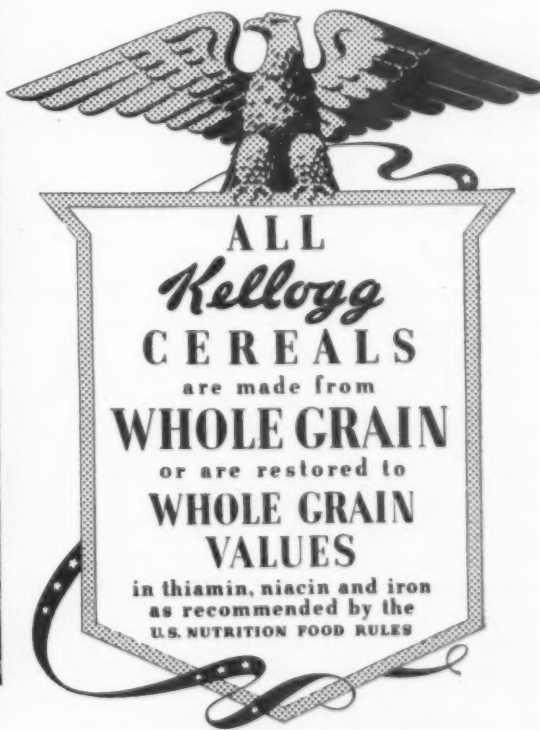
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THE ONE-MAN OFFICIATING SYSTEM

By Jack Matthews

Jack Matthews, director of required courses in the department of physical education at the University of Missouri and an official of 15 years' standing, presents a study and the conclusions thereof of the single official in basketball.

IN DISCUSSING the changes wrought by the abolition of the center jump, coaches who do no refereeing on the side have a tendency to ignore the eleventh man on the court—the official.

This is of no consequence when there is also a twelfth man on the court, as two men can satisfactorily work a game. A lone ranger, however, cannot do the job. The way basketball is played today, it is impossible for one man to cover the entire court. Superman himself would be fazed by the demands of the fire-engine game.

The solution, of course, would be to make the double officiating system mandatory. But, unfortunately, this cannot be done. Most schools just can't afford the luxury of two officials.

It would seem, then, that the problem resolves into perfecting the one-man system as far as is humanly possible. The task is truly formidable. In both the *Official Basketball Guide* and the *Basketball Play Situations* textbook for the study of rules and game procedure, suggestions in officiating procedure are mainly confined to the double-official plan.

A suggestion is made "that the official should not attempt to play outside the court at the ends and that if necessary he play farther inside the court than when two officials are working." Some officials who work alone believe it is to better advantage to call much of the game from the end lines and outside the court.

There are men who claim that the position of the official on the floor should be governed by the frequency, importance and location of the action which results in violations and fouls.

Other factors enter into this moot issue of "official position." However, if it can be shown that the most frequent fouls and violations occur in certain areas of the court, it might follow that the official should try to station himself as close to those areas as is consistent with the type of play that is being used offensively and defensively by both teams.

A survey of the problems of the eleventh man on the court and the recommendations thereof

INCIDENCE of FOULS, VIOLATIONS, OUT-OF-BOUNDS in COLLEGE, HIGH SCHOOL and INTRAMURAL GAMES

	Washington U. Missouri U.	Kansas State Missouri U.	Nebraska U. Missouri U.	Mean	Wentworth Acad. Marcelline H. S.	Columbia H. S. Hannibal, H. S.	Mean	Sigma Nu Sigma Chi	Sigma Epsilon Phi Delta	Beta Kappa Sigma	Mean
Personal Fouls	21	35	40	32	20	24	22	12	13	15	13.3
Fouls by offense	5	10	8	7.6	4	4	4	2	2	2	2
Fouls by defense	16	25	32	24.3	16	20	18	10	11	13	11.3
Technical Fouls	0	0	0	0	1	0	.5	0	0	0	0
Fouls Between End Lines and Free-Throw Lines Extended	13	25	26	21.3	14	19	16.5	8	7	12	9
Fouls Between Free-Throw Lines Extended	8	10	14	10.7	6	5	5.5	4	6	3	4.3
Total Out-of-Bounds	37	34	42	37.7	24	41	32.5	25	16	23	21.3
—from end lines	24	28	27	26.3	17	31	24	17	10	15	14
—shot missing basket	9	4	3	5.3	5	7	6	1	3	4	2.7
—from sidelines	13	6	15	11.3	8	10	9	8	6	8	7.3
Jump Ball	4	10	8	7.3	8	23	15.5	6	10	12	9.3
Double Dribble	1	2	1	1.3	4	1	2.5	1	1	2	1.3
Carrying Ball	6	5	4	5	7	11	9	1	6	2	3
Ball Back Across Center Line	1	0	0	.3	3	1	2	1	2	1	1.3
Violation 5—Sec. Rule (out-of-bounds)	1	0	1	.7	0	0	0	0	0	0	0
3—Sec. Violation	0	0	0	0	0	0	0	0	0	1	.3
10—Sec. Violation	0	0	0	0	0	0	0	0	0	0	0
Ball Striking Basket Support	2	0	2	1.3	0	1	.5	1	1	1	1
Totals	73	87	98	86	67	102	84.5	47	49	57	51

In other words, if it can be proven that most fouls occur under and near the basket, and that more out-of-bounds balls occur along the end lines, and that a great number of violations also transpire in this area, perhaps the official would do well to hover around this area whenever possible.

It was with this purpose that the accompanying survey was undertaken at the University of Missouri. To determine the incidence and the locale of fouls and violations, it was decided to chart the action in three types of games—intercollegiate, interscholastic and intramural.

The court was arbitrarily divided into three areas by extending the free-throw lines to the sidelines. The observations were made by students enrolled in an activity class in officiating in sports. It should be kept in mind that the games varied in length from the 40-minute university games to the 20-minute intramural contests. The high school games were of official length, that is, 32 minutes.

Of the eight games embraced in this study, all but the two school games were officiated by two men. The following figures were gleaned:

1. 79.5% of all fouls were made by the defensive team.
2. In the eight games only one technical foul was called.
3. 68.8% of all fouls occurred between the end lines and the extended free-throw lines; 31.2% occurred between the extended free-throw lines.
4. 69.8% of all out-of-bounds balls occurred along the end lines; 30.2% along the sidelines.
5. In the eight games one three-second and no 10-second violations were called.
6. There were only eight center-line violations.
7. Average number of jump balls per game was 7.3 for university, 15.5 for high school, and 9.3 for intramural.
8. In the eight games there were 13 cases of double dribbling.
9. Steps or carrying the ball occurred.

(Concluded on page 40)

This Critical Season...



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NEW BASKETBALL DIGEST

A completely new edition of the popular Seal-O-San Basketball Coaches Digest is just off the press. Filled with articles, play diagrams, photos, and suggestions on Offense, Defense, and Fundamentals by America's leading coaches. Your copy is free for the asking. Clip the coupon — today.



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These are the qualities that make Seal-O-San the top ranking gym floor finish; these, plus its simple mopped-on method of application and easy maintenance.

In this coming season—this dress rehearsal for tomorrow's grimmer game—let Seal-O-San set the stage for *you*. Let it play its part in building the fighting minds and muscles that will speed *your* team to Victory.

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SEAL-O-SAN

SEAL AND FINISH FOR GYMNASIUM FLOORS

MIXED DOUBLES

By Hugh Forgie

THESE fine stroking pictures are unique in that they were taken while the players were warming up for the first badminton match ever televised.

The pairings found Helen Gibson and myself (first picture) facing Ken Davidson and Wanda Bergman (second picture). The women, who are former American doubles champions, are now our No. 2 team. Ken and I have toured four countries with a badminton act.

As may be deduced from these pictures, in mixed doubles the lady takes practically every shot in front of the front service line while the man plays practically all the shots behind this line. However, the lady moves back in court both when she serves and receives service. This front-and-back position is recognized as an attacking formation; both players do their best to carry the attack by use of the smash, drop and half-court shots.

No. 1: Commencement of play. The lady is standing about three feet back of the front service line, hugging the center line so that she can run quickly in either direction. Having served, she is moving forward. The man, meanwhile, is standing just in front of the back doubles service line. He may straddle the center line, if he wishes, so that he, too, can move in either direction.

No. 2: Starting positions when the lady receives in the right-hand court. Note that she is close to the center line and will receive the drive serve with an around-the-head shot.

No. 3: The lady rushing service. Note that her wrist is well back. She can thus smash flatly to either corner or she may drive the bird quickly into the body of either opponent; or, again, she may feint either of these shots and play a little drop just over the net.

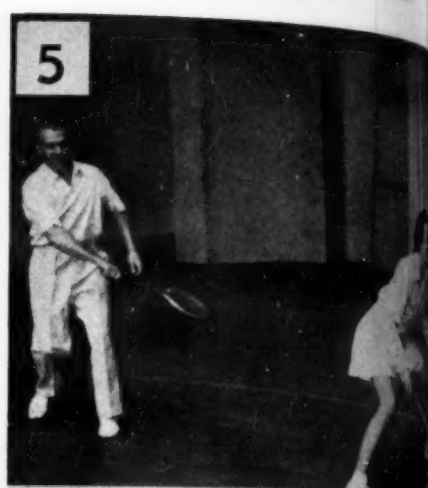
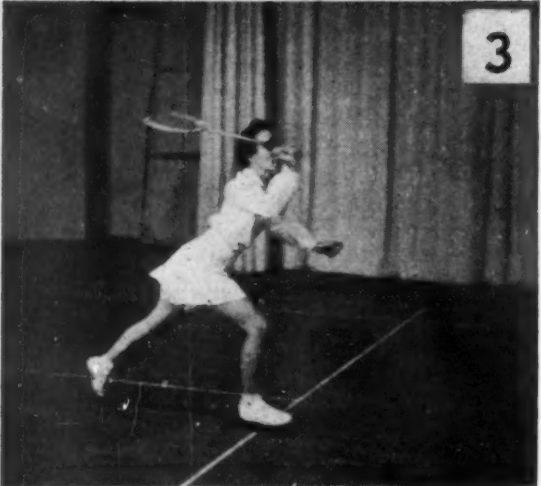
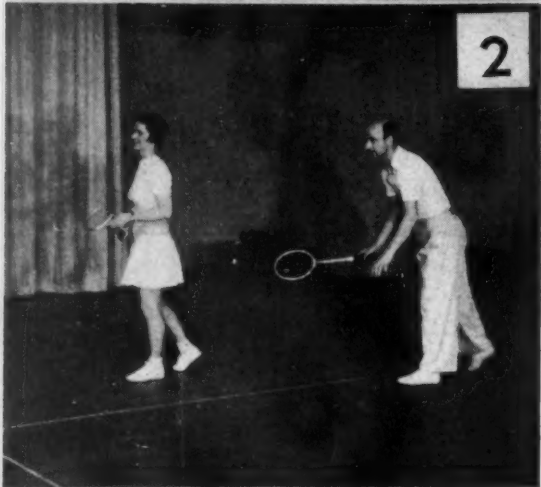
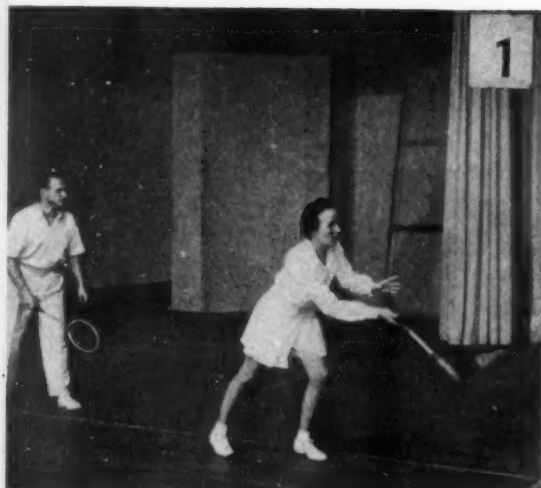
No. 4: The lady receiving a serve to her front outside corner. Her wrist is well cocked, enabling her to play the bird the full length of the court. However, she will play a net shot just over the net in front of her, if she thinks it can be done without her opponent flicking the shot off the top of the tape.

No. 5: The man has just hit off his forehand; his partner is fully alert to knock down any return in front of her.

No. 6: A similar shot showing the positions following an attacking shot by the man.

No. 7: The man is preparing for a backhand shot from a half-court position. Technical points of interest are the racket and foot preparations and the way the lady retains her position.

No. 8: As the man plays a net shot from the halfcourt, the opposing lady rushes to catch the bird as near the top of the net as possible. The girl in the forecourt holds her position.



NOVEMBER, 1942



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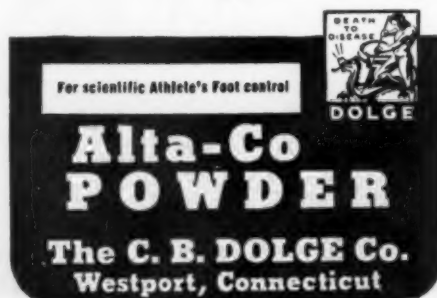
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LOOK FOR THE WORD
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ON THE LABEL OF YOUR
ATHLETE'S FOOT PREVENTIVE

● The microbes which cause Athlete's Foot are tiny fungi: parasitic and saprophytic plants which differ from bacteria. Many germicides effective against bacteria have little or no effect upon fungi.

Examine the label. Does the word fungicide appear upon it? It does if you use Alta-Co Powder. Here is a safe, but powerful, fungicide, which kills all the different species of fungi common in Athlete's Foot (the spores as well as the thread-like forms) in less than one minute, without irritating the skin!

Competent proof of the foregoing is available. Verbatim reports of tests will be sent responsible persons on request.



Pre-Season Football Training

By Elmer Huhta

Elmer Huhta, football coach at Hoquiam, Wash., High School, reports on a survey he made last year of preliminary football training.

THE problem of pre-season football training has long been a point at issue among the men charged with this responsibility.

Exactly how much preliminary training does a squad need? Are two or three weeks in the fall enough? Many men believe they need more time. The sport is difficult enough to coach as it is, they reason. Coming as it does at the start of the fall term, there is hardly sufficient time to do a thorough job of preparation. There usually are large turnouts, eleven regulars and numerous replacements to select, and much individual work on the practice field. Under these conditions, how well can you prepare a squad for its first game?

It would seem, then, that some form of preliminary training is desirable. To acquire a nation-wide perspective, the writer, last year, polled the athletic boards of every state but Washington.

The questionnaire posed the following questions:

1. Are there rules governing spring football practice in your state?
2. Does your state completely ban spring practice in high school?
3. If spring football is banned, is time given for training and conditioning before school is officially started?
4. If an early start is permissible, how many days are allotted to it?
5. When does your season begin and end?
6. If your plan is in any way different and not covered by these questions, please explain.

Of the 47 questionnaires distributed, all but those going to Arkansas, Mississippi and Massachusetts were promptly filled out and returned.

The report revealed that 80 per cent of the states permitted preliminary training.

Thirty states approved of spring training. These were: Montana, Florida, Minnesota, Missouri, Iowa, Nevada, Illinois, Louisiana, Maine, South Carolina, Alabama, Texas, Wisconsin, North Carolina, Rhode Island, Vermont, Tennessee, Cali-

fornia, South Dakota, Indiana, Colorado, New Mexico, Wyoming, New Hampshire, Oklahoma, Kentucky, Georgia, Ohio, Arizona, and Connecticut.

Fourteen states banned spring training, namely: Utah, Virginia, Delaware, West Virginia, New Jersey, Michigan, Nebraska, Kansas, North Dakota, Oregon, Idaho, New York, Pennsylvania, and Washington.

High school football was prohibited in Maryland.

However, five of the 14 states banning spring training allowed preliminary practice before the start of the fall term. They were: Virginia, West Virginia, Nebraska, North Dakota, and Pennsylvania.

Thirteen of the states allowing spring training also favored preliminary fall practice. These included: Indiana, New Mexico, California, Montana, Wyoming, New Hampshire, Georgia, Iowa, South Dakota, Tennessee, Vermont, Nevada, and Minnesota.

Fall practice popular

All in all 35 out of the 44 answering the poll allowed either spring or preliminary fall training, or both. Perhaps the most important point was the popularity of early fall practice. Eleven of the states (Virginia, West Virginia, Nebraska, North Dakota, Pennsylvania, New Mexico, Montana, Wyoming, South Dakota, Nevada, and Minnesota) permitted coaches to begin their training one week before the opening of school. Indiana and Iowa allowed a 10-day start. California, New Hampshire, Georgia, Tennessee, and Vermont did not have restrictions, although in Vermont fall training usually was limited to one week. Summer camps were allowed in Georgia.

Of the 30 states favoring spring football training some have had, or will have, referendums on its necessity. Florida and Montana schools voted it out but brought it back the following year.

Sentiment in Colorado, Wyoming and Kentucky was against such training. However, Kentucky still retained the privilege. In Iowa and California there was talk of banning spring football. Spring training was voted out in Washington early last year after much discussion. At that time there was a strong opinion for

(Concluded on page 35)

NOVEMBER, 1942

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DON'T OVERLOOK

the IMPORTANCE of

40-X

WHAT IS 40-X? 40-X is 1945, the year of our Victory, the time that must be made as short as possible, through everybody's United Effort.

HOW DOES 40-X affect your purchases of new uniforms?

When you buy anything today, you must buy it with the future in mind. None of us know what shortages of materials and manpower lie ahead; replacements may be out of your reach later on. Therefore, the wise buyer will buy today's uniforms with an eye toward tomorrow's needs. . . . The woven-in super-service qualities of Kahnfast Athletic Fabrics are made to order for the strenuous requirements of 40-X Planning. Ask your uniform maker—write us today for swatches.

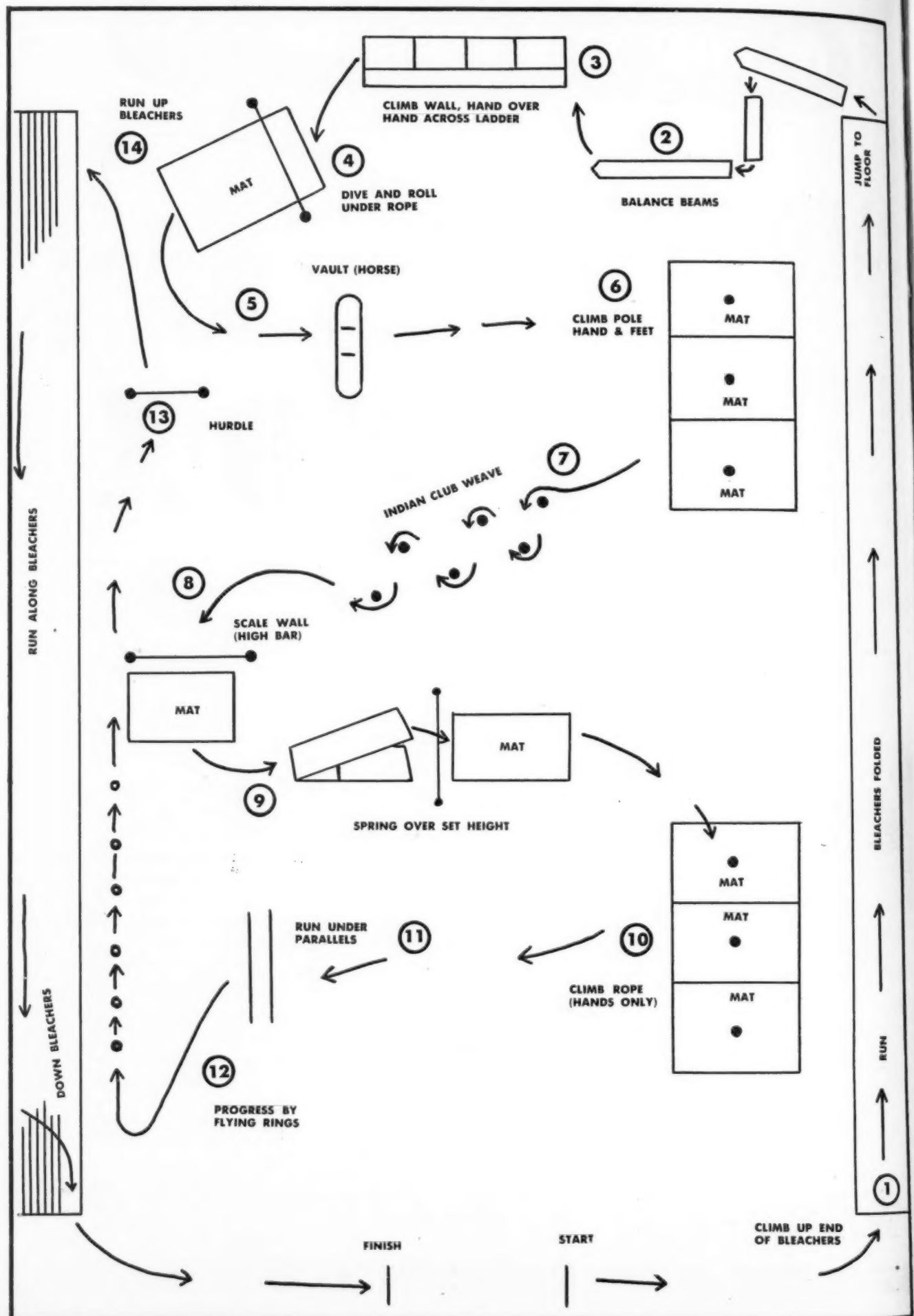
Uniform makers have adequate supplies of Kahnfast Athletic Fabrics; however, early orders are suggested, because many companies are being kept busy by Uncle Sam.

("40-X" symbol, courtesy of Modern Industry Magazine.)



KAHNFAST ATHLETIC FABRICS

444 FOURTH AVENUE, NEW YORK



INDOOR OBSTACLE COURSE

By George A. Brown

George A. Brown is director of physical education and coach at Victor, N. Y., Central School.

AS WEATHER conditions drive our physical education classes indoors, it seems likely that one of the most popular of our new toughening activities—the obstacle course—will be greatly curtailed or, in some cases, completely washed out.

Inasmuch as these courses have much to offer in the way of physical development, it seems a pity to abandon them for the duration of the winter. Yet how can this be avoided, without exposing the students to pneumonia?

Because we at Victor Central believe in the potentialities of such courses, we have devised an indoor obstacle course which embodies all the desirable features of the outdoor course and enables us to pursue this phase of our toughening program throughout the winter months.

As in the outdoor course, skill, speed, strength, and endurance are both prerequisites and by-products.

The boy must run, jump for height and distance, vault, climb, balance, dodge, and tumble in the best traditions of the outdoor course. In some respects, our indoor course is even tougher than the average outdoor breath-taker.

Central layout

A glance at the 14 events in the accompanying layout will give you the idea.

1. From the starting line, run to the end of the folded bleachers, climb up, run the length, and jump to the floor at the opposite end (5 ft. 6 in. jump).

2. Advance to balance beams and snake entire course without taking any short cuts.

3. Step-jump against and up the wall, grasping the support of the basketball backboard; advance hand over hand to the horizontal ladder between the two backboard supports; grasp each rung of the ladder and progress to the other end, then drop to the floor.

4. Run to mat and dive-roll un-

der a rope 2 ft. high supported by standards.

5. Advance to horse and vault it.

6. Climb pole, using hands and feet; touch beam and return to floor.

7. Weave through six Indian clubs, arranged 5 ft. apart in target formation. If you knock one over, set it up and repeat your trial, until you weave through without knocking a club down.

8. Scale "wall" (highbar).

9. Jump from springboard over rope set up on standards (for height and distance).

10. Climb rope, using hands only.

11. Run under parallel bars.

12. Advance on traveling rings.

13. Hurdle (rope set up on standards).

14. Run up bleachers, race along the top, run down to the bottom, and sprint to the finishing line.

The height of the various obstacles may vary according to the age level of the group. In constructing and laying out this course, we have tried to keep in mind the element of time, a minimum of moving and setting up the equipment, and possible bottlenecks. We hope the floor plan and description prove helpful to anyone planning a similar course.



WHAT! NO SUBSTITUTE FOR THE TRAINER?

OF course not! And there's no time limit on his job, either. Day or night, he works to keep his athletes in fighting trim. And that means handling everything from a twisted ankle to a charley horse.

Well, listen, Mr. Trainer — why not let ANTIPHLOGISTINE help? You know from experience that "moist heat", in the form of poultices, is of

real value in relieving the pain, swelling and soreness of bruises, sprains, charley horse, wrenched muscles.

And ANTIPHLOGISTINE is a ready-to-use medicated poultice. Applied comfortably hot, it supplies this valuable moist heat for many hours. It gets the heat directly to the affected area — easily, without disturbing the athlete's rest.



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ANTIPHLOGISTINE HELPS YOU "KEEP 'EM IN THE GAME"

**BE THE COACH
BEHIND THE
Winning Team!**



**KAYSANIZE
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FLOOR!**

That smooth working team running up the big score deserves all the cheers it is getting. But behind the victories is the coach who gives them the best of everything.

Make sure they have a fast-playing, non-skid floor—finished with Kaysan. Kaysan provides the smooth, sure-footed surface needed for split second stops and starts. Kaysan is a permanent finish, sealing the fibres into a hard wearing mass that prevents splintering. Make Kaysan prove these advantages—mail the coupon NOW!

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National Federation News

THE gas-rationing program is certain to create many inter-scholastic athletic problems. There is little chance of securing any modification which will permit the use of school-owned or chartered busses for transportation of athletic teams.

If athletics are to be continued, the school authorities will have to depend in part upon the generosity of the community. In nearly every community, there are many cars that see little service. Each owner can cooperate with the school by accumulating enough gas to transport the team to at least one game.

In this connection, the experience of the high school at LaSalle, Ill., is worth passing along. The school authorities announced that the interscholastic contests would have to be discontinued unless townspeople were willing to donate their cars. It was further announced that six cars would be needed to transport the team. The next day the school received 106 offers of cars for the purpose.

Where teams are transported in this manner, there are several things to bear in mind. In the first place, since the driver is probably liable for any accident, the school should make sure of adequate liability insurance.

Likewise, no payment can be made for the use of the car. When such payment is made, the vehicle automatically becomes a "chartered" car. As such, it is prohibited from transporting groups such as athletic teams. However, there seems to be no objection to presenting the volunteer owners with complimentary tickets.

Since nation-wide gas rationing does not go into effect until November 22, basketball coaches will have little worries during the early part of the season. By careful preliminary planning, it may be possible to solve the transportation problem for the entire season, provided no long trips are scheduled.

If safaris are necessary, the team may travel by any train or bus running on its regular schedule. The only bright spot in the picture is that the gas-rationing plan seems to be following the same general lines as sugar rationing. As things worked out, no one was greatly inconvenienced by the sugar limitations. On the contrary, most people benefited by the economy.

Automobiles which carry students, teachers and school em-

ployees from their homes to the school are entitled to an additional ration of gasoline. This extra helping is provided with the understanding that such cars will also be used for ordinary occupational purposes.

This may prove of some assistance where the driver of such a car is willing to use his regular allotment to help transport teams. The local rationing board is authorized to exercise discretion in providing the extra allotment.

For helpful ways and means of solving the transportation problem, refer to W. Harold O'Connor's article, "What to Do About Transportation," in last month's *Scholastic Coach*.

Football pests

Despite recent strides in the development of a logical code of football rules, there is still plenty of deadwood to be cleared.

Intentional incompleteness: The present method of handling the intentional grounding of a pass is a freak and a double nuisance insofar as rules study is concerned. The striking of the ground, rather than the throwing of the pass, is considered the foul. The penalty is loss of down and 15 yards, not from the spot of the pass nor the spot of incompleteness, but from the point where the ball was snapped.

Because of this, the act is an exception to nearly every fundamental enforcement rule. It crops up as an exception in nine different places in the rules and in one of these, it is an exception to an exception. All these can be eliminated if the throwing were considered the foul and it were classified as just another illegal pass. The penalty would then be loss of down and five from the spot of the pass. All general rules would apply.

One clause for all free kicks: After many years of effort the three free kicks have finally been organized into one section with the administration in accordance with the underlying philosophy of the game.

There is still one way in which the kickoff differs from the other two free kicks. A field goal can be scored by a free kick after a safety or a fair catch, but cannot be scored on a kickoff. It is doubtful whether this exception is necessary. If a schoolboy can accurately kick 70 yards, even with the wind in his favor, it might be contended that

(Continued on page 28)



WAR-TIME GAME

-for All Americans

Americans girded for war—from 10 to 60 can enjoy the healthful relaxation that only Softball affords. In every city and hamlet throughout the Nation in 1943, Softball promises to lead all outdoor games. Recognizing this nation wide acceptance, H & B are preparing to supply famous Louisville Slugger Softball bats in a wide variety of styles and sizes to meet the need of every type of player. Your dealer will have them on display. See him!

"Played BEST with the bat of the Champions"



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Can your athletes KEEP GOING STRONG?

Getting Enough Proper Proteins May Help Their Stamina Stay Up!

Good conditioning helps toward better stamina . . . the ability to keep going strong to the end of the game. A generous quantity and variety of proteins may help your athletes keep up their condition. Try giving them a generous variety of this great body-building material.

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Have Your Teams Tried Drinking Knox Gelatine?

Drinking Knox Gelatine is a simple way to supplement proteins from other sources. Knox is all protein . . . contains 7 of the 10 protein parts essential to good health.

Many coaches and trainers have their athletes drink Knox Gelatine regularly. And they report their squads do seem to keep in better condition.

Have your men try drinking Knox Gelatine, according to the simple formula below. Write today for FREE Knox Build-Up Plan Booklet and weight charts. Knox Gelatine, Dept. 81, Johnstown, N. Y.

Knox Gelatine Routine for Athletes in Training

1. Two tablespoons twice a day for 10 days. Take before and after practice period. Then, two tablespoons once a day. Take after game or practice period, preferably after shower.

2. If an individual shows loss of weight, try increasing the feeding by two extra tablespoons a day.

3. The recommended way to take the gelatine is in plain water (room temperature), or fruit juice; or the fruit juice and water may be mixed 50-50, 4 oz. of water and 4 oz. of fruit juice.

4. HOW TO MIX:

(a) Pour onto the liquid 2 level tablespoons of Knox Gelatine; (b) let liquid absorb the gelatine; (c) stir briskly and drink before it thickens.

Knox Gelatine

Is Plain,
Unflavored
Gelatine...
All Protein
No Sugar



National Federation News

(Continued from page 26)

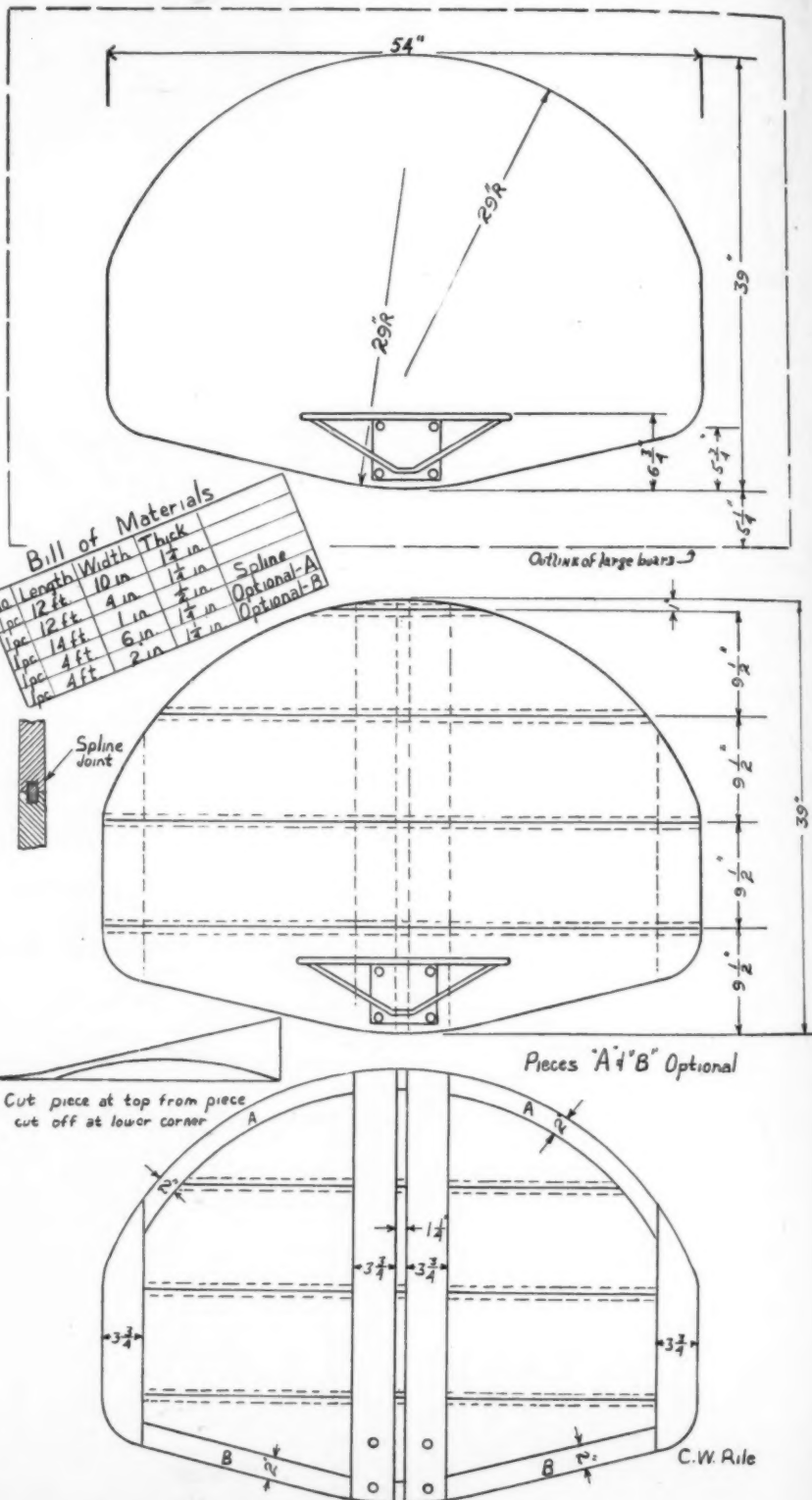
he deserves the three points.

Even if the opponents have fouled after a touchdown so that the kickoff is from the receiver's 45, it would still be 55 yards to the goal. If there is any possibility of a field goal, the team scored upon can always elect to do the kicking.

Fair catch: An entire set of rules governs the fair catch which, in some cases, conflict with the gen-

eral rules. A number of these conflicts were eliminated last year when the three free kicks were brought under a common rule. Others can also be eliminated.

Several exceptions crop up when a player attempts a fair catch in his end zone. On certain infractions such as interference or taking too many steps, the administration is not the same as for a fair catch



in the scrimmage zone. No free kick may be chosen.

All these exceptions could be eliminated if the right to make a fair catch were limited to the scrimmage zone. There is no sense in attempting a fair catch of a punt in the end zone, as the ball is dead as soon as it is touched. Neither is there any reason for a player in his end zone to fair catch a free kick. If a free kick can travel that far, it would certainly bound over the end line, if left alone, and become a touchback the same as if it were caught.

Violations: Certain infractions such as a pass incompleteness and first touching of a kick are in the nature of violations rather than fouls. If they were so classified, a number of exceptions could be eliminated.

War-time backboards

The accompanying working drawings contain all the necessary details relative to the construction of the small fan-shaped basketball backboard. Because of the shortage of metals, it may not be possible for all schools to secure the new type basket which provides minimum interference at the bottom. The diagram presents a board on which the present type basket with a six-inch flange below the ring can be used.

When the new type basket again becomes available, it will be comparatively simple to cut out the circular space below and behind the basket. This makes it possible to reap most of the advantages of the small board while using the old type basket. At the same time, it insures a 100 percent legal board when the new type basket becomes available at the end of the war.

The fan-shaped boards can be made in any manual training shop or by any carpenter. Regulation boards of steel, plywood or plastic are still available in limited numbers through those dealers who stocked them before priorities problems limited manufacture. The names of these dealers may be found in the supplement of the guide. The accompanying diagram will also prove useful to those who may want to trim their large boards down to the smaller size.

Annual Meeting: The annual meeting of the National Federation will be held in connection with the convocation of the Department of Principals and Superintendents at St. Louis on March 1. All administrators who have an interest in the work of the state high school athletic associations are cordially invited.



American Competitive Sports Are Vital

America's manpower for our fighting forces and our production forces must be the finest specimens of manhood in the world. To produce this high standard of physical fitness, individual courage and will-to-win, our American competitive sports are needed to-day more than ever before.

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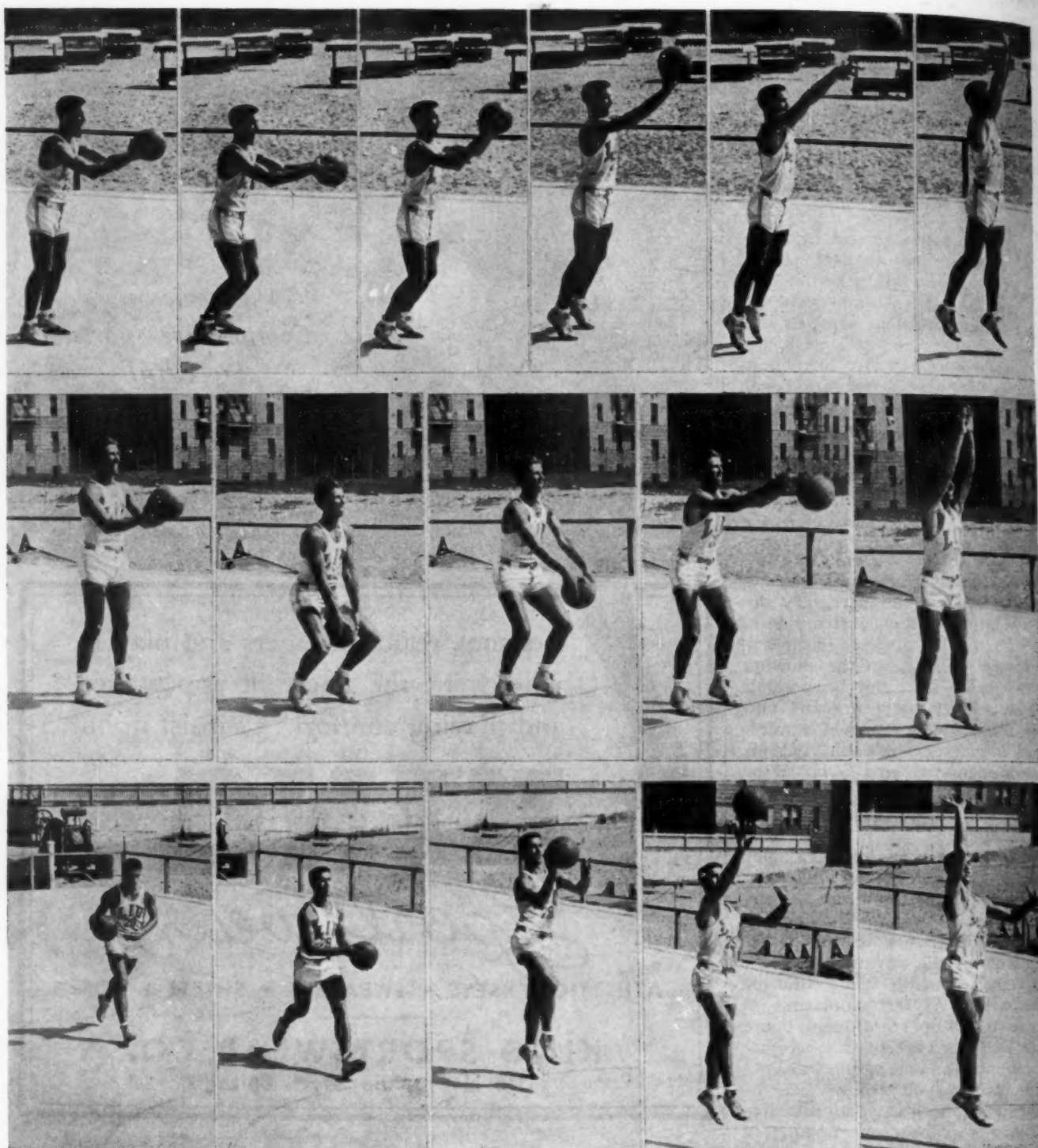
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(Continued from page 8)

The position of the feet is important in making the shot. A great number of the Eastern professional players keep their feet together. The Long Island University players, however, are taught to keep the feet in a natural position, less than the breadth of the shoulders apart. The left or right foot may be advanced slightly or the feet may be kept in a straight line.

The height at which the ball is held is an important factor. Holding the ball too high may obstruct the view of the basket and is an invitation for the defensive player to

Top: Set Shot. Center: Underhand Free Throw. Bottom: One-Hand Running Shot.

guard the shooter closely. Carrying the ball too low is likewise a disadvantage. Although it permits the player to fake a shot and dribble around his opponent, there is a considerable difference in the plane of the shot, which may reduce its accuracy. Again it is an easy shot to deflect.

Probably the best position is even with the chest. In this position, the ball is not too high to eliminate the threat of a dribble or pass, or too low to affect the marksmanship.

In this connection it is interesting

to note that tall players have the advantage in set shooting. They hold the ball on a higher plane, which reduces the danger of deflection, unless, of course, the guard is of the shooter's size.

It has been found that smaller players often carry the ball too close to the floor and are so much concerned with dribbling around their opponent that they cannot concentrate sufficiently on the basket. Tall players are seldom, if ever, expert in dribbling or feinting an opponent out of position. They concentrate almost wholly upon the shot.

The carriage of the body is also an important factor. The hands should

be flexed and the upper part of the body bent slightly forward from the hips. The weight is on the balls of the feet; the heels may rise slightly from the floor. The elbows are held fairly close to the body with the arms extended in a natural position. The ball is held loosely, with the fingertips exerting barely enough pressure to keep it from slipping out of the hands.

At no time do the palms touch the ball. To save time, the player should place his hands on the ball in shooting position as soon as he receives it.

The fingers are well spread with the thumb and little finger on the same straight line and the hands chiefly covering the top half of the ball. The eyes are trained at a spot which bisects the rim of the basket; they rest on this target until the ball drops through the rim or rebounds. The back is kept straight.

Force is obtained by lowering the body by means of the knees. The forearms do not drop. The ball is held in the starting position until the lowest point of the knee-bend is reached. The wrists flex slightly, permitting the ball to be lowered about two inches. When the body comes up, the feet leave the floor. The straightening out of the knees and the snap of the elbows and wrists sends the ball flying toward the basket with a slight reverse spin.

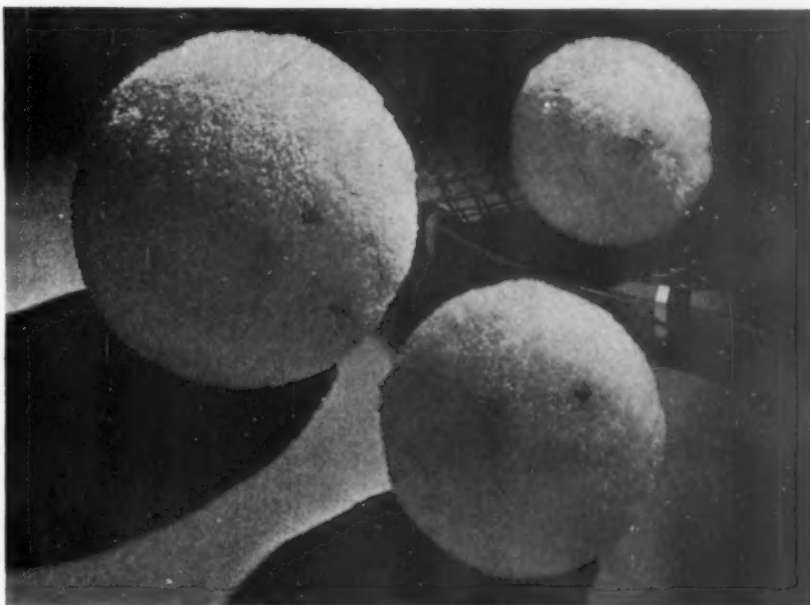
The thumbs leave the ball last, and the arms follow through fully, with palms and fingers facing the basket. The feet leave the floor with a kick or hop; the greater the shooting distance, the more pronounced the hop.

Finish is of the utmost importance in the proper execution of this shot. The player should feel that his hands are reaching over the target spot on the rim; he should try to drop the ball lazily through the opening. Since the player is shooting in only one direction, there is no excuse for the hands finishing out of line with the shot. Just as in golf, the finish of a shot often determines its accuracy.

All too frequently, a player will feel there is nothing more he can do to the ball once it has left his hands, and will permit them to drop or fly out in different directions or back over the head.

Players should not place too much reliance upon the backboard in shooting. Probably the best marksmen are those who concentrate upon dropping the ball through cleanly. There are two advantages to this method: first, if the shot is short and alights on the front rim, its momentum will carry it over; and, second, if it hits the backboard and the line of direction is true, it may rebound into the basket.

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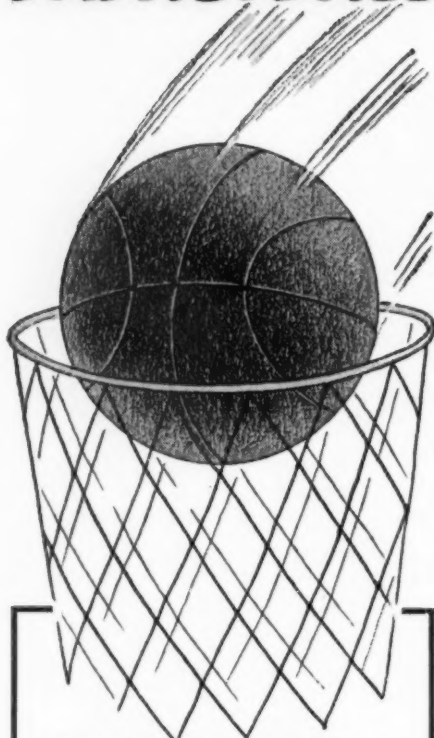
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New Books on the Sport Shelf

PRINCIPLES OF PHYSICAL EDUCATION (Fourth Edition). By Jesse Feiring Williams. Pp. 392. Illustrated tables and charts. Philadelphia: W. B. Saunders Co. \$3.

IN HIS preface to this fourth edition, the author strikes a refreshing note that is worthy of posterity, to wit: "An author should be very honest in a preface, if he would save his character, but not very modest if he would save his reputation." He then goes on to explain the nature of the revisions.

He has added much new material which more closely integrates the data on anatomy, psychology, physiology, and sociology in an interpretation of the foundations upon which the principles of physical education must rest.

Physical education in relation to the war emergency is discussed, and there is new statistical information, new tables, new references, and new questions at the ends of the chapters.

POP WARNER'S NEW BOOK FOR BOYS. By Glenn S. "Pop" Warner with Lawton Wright. Pp. 326. Illustrated—photographs, diagrams, and drawings. New York: Robert M. McBride and Co. \$2.

ONE of the greatest constructive geniuses the world of sports has ever known, Pop Warner, answers herein every question a boy can ask on the major sports of baseball, track, basketball, and football.

In plain readable fashion, the quondam coach of Carlisle, Cornell, Georgia, Pittsburgh, Stanford, and Temple illustrates how a boy can go about training himself for the major sports from his earliest years. He outlines the best type of exercise regimen to build muscles and to develop skills, and describes the kind of practice work a boy can follow in his own backyard.

The fundamental skills of the sports are explained simply and effectively. In baseball, he covers catching, pitching, infield positions, outfield positions, and base-running. Track and field is expounded in chapters on fundamentals, sprinting, distance running, hurdling, jumping and pole vaulting, and the weight events. For basketball, there are training and practice suggestions, analysis of the fundamentals, and strategy.

The football section covers just about everything. Particularly valuable in this part of the book is a chapter on offense containing 15 full-page diagrams of plays. The other sections of the book are illustrated with large single-action shots and drawings.

Boys of all ages will find this book profitable and delightful.

SPORTS PHOTOGRAPHY. By Lee Wulff. Pp. 184. Illustrated—photographs. New York: A. S. Barnes & Co. \$2.50.

NOW that photography has become the all-America hobby, a book of this type should prove unusually interesting to the most rabid of all lens fans—the coach.

The author outlines a simple approach to the problem of securing exceptional pictures. In interesting fashion, he sets forth the problems to be faced and how best to meet them within the limitations of your equipment.

For the tyro the basic principles are reviewed in chapters on equipment, film and filters. Another chapter outlines the main differences between color photography and simple black and white.

The activities discussed include: hunting and fishing; skiing, skating, hiking, riding, mountain climbing; water sports, and games. Other technical details are covered in chapters on flash-bulb photography, darkroom wizardry, and care of equipment. The book is illustrated with 109 excellent pictures of all sports.

JIU-JITSU. By Frederick P. Lowell. Pp. 83. Illustrated—photographs. New York: A. S. Barnes & Co. \$1.

THE very ungentle art of jiu-jitsu, which is being stressed these days in the training of our armed forces, is admirably analyzed here step by step. Beginning with fundamental body exercises, the author goes on to give 61 lessons progressing from defensive to offensive tactics.

Each lesson takes up at least a full page. With large, clear pictures and simple, terse captions, it is graphically put across. One hundred and fifty pictures are included in all. Men who are teaching jiu-jitsu in their toughening programs will find this book ideally suited for their needs.

TABLE TENNIS. By Jay Purves. Pp. 82. Illustrated—drawings and tables. New York: A. S. Barnes & Co. \$1.

THE former world's woman champion describes the fundamental techniques of winning table tennis in concise and simple fashion. She discusses and analyzes equipment, techniques, the game of doubles, beginning errors, tips for teachers, and rules.

A physical education instructor at the University of Wisconsin, the author approaches her subject from a sound educational viewpoint. Both player and teacher can use the text with profit.

COACHING AND MANAGING HIGH SCHOOL BASKETBALL. By William A. Healey. Pp. 194. Illustrated—photographs and diagrams. Danville, Ill.: Interstate Printing Co. \$1.50.

HERE'S a book specifically designed for the schoolboy coach. Both its philosophy and pedagogy are tempered by the author's successful coaching experience at Sycamore, Ill., High School. He is now located at Grosse Pointe, Mich.

There are few revolutionary ideas. The author sticks to a simple straightforward exposition of tried-and-found-true methods that can be understood and appreciated by the beginning coach.

After a terse description of fundamentals and drills, the author delves into systematic offense. He describes the various types of fast breaks and the three-in-two-out, two-in-three-out, single pivot-post, double pivot-post, and figure-of-eight offenses.

He then outlines the man-to-man defense and the 1-2-2, 2-2-1, and 3-2 zones. Supplementing these systems of offense and defense are a system of play in the backcourt and a series of plays for special situations. Twenty-seven single action pictures and 56 diagrams illustrate the technical part of the text.

The back of the book is made up of several exceptionally valuable chapters on practice schedules, basketball tests, care and treatment of minor injuries, purchase and care of equipment, and recent developments in the game.

The injuries and equipment chapters should prove godsend to the overworked coach who is charged with these responsibilities.

HEALTH FACTS FOR COLLEGE STUDENTS (Fourth Edition). By Maude Lee Etheredge. Pp. 379. Illustrated—drawings. Philadelphia: W. B. Saunders Co. \$2.25.

THis excellent textbook of individual and community health has been revised to conform with the perplexities of increasing health problems.

Teachers familiar with the third edition will note extensive changes in the arrangement of material. A great deal more emphasis has been placed on the social aspects of hygiene, and the health needs of the present emergency are covered in a new introductory chapter.

Another new chapter deals with the formation of good mental habits, and new and modern material has been added on vitamins, nutrition, sleep, cosmetics, etc.

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Coaches' Corner

By Bill Wood

HOW can we increase and improve the physical education programs in our secondary schools? In all education, there is no greater problem. Action is demanded, and action is in order.

But how can we find more time for physical education in a curriculum that is already overcrowded with an endless number of courses, each of which can be justified.

Shall we try to eliminate all "non-essential" courses to make way for more physical education? Or shall we lengthen the school day?

Just what is a "non-essential" course? Where shall we start our trimming? Certainly not in *science* or *mathematics*; they are in greater demand than ever before.

Certainly not in the *practical arts*. We need more mechanics, more woodworkers, more machinists, more draftsmen; in short, more craftsmen of almost every sort than we are now able to train adequately. We need more nurses, thousands upon thousands of them, more clerks, more stenographers.

Shall we cut *foreign languages*? Confidence of other people cannot be won unless we make an honest attempt to understand the language they use. Indeed, strong arguments could be raised to add Portuguese, Russian, and Italian courses to the Spanish, French, and German we already have.

What about social studies

Shall we reduce the time for *social studies*, including history? There is greater need than ever before for understanding the past of all continents, not just of Europe and of North America. We have ignored Asia, South America, and Africa too long in our schools. When the war is over a knowledge of economics, civics, geography, and consumer education, to mention only a few of the many aspects of the *social studies*, will demand and merit ten times the importance we have attached to them in the past.

Throw out *English*? Not when

three-quarters of all education depends almost solely upon the learners' ability to develop reading comprehension. Not when almost everything we do is utterly reliant upon controlled communication, both oral and written. Modify our present courses in *English*? Yes. Eliminate them? Impossible!

What of the *fine arts*, the traditional cultural subjects, such as art, music, literature? All contribute greatly to the maintenance of morale—the understanding of ideas, the development of desirable attitudes and ideals.

And so it goes. In every school there are odds and ends that will have to go, but we cannot afford to sacrifice entirely any of the major subjects. And in the typical high school, the odds and ends won't make the big saving that is needed for the adequate expansion of the physical education program.

The proposal has been made that study periods be eliminated from the daily schedule. It is altogether probable that this could be done in many of the smaller schools, perhaps it has already been done.

In larger schools, the situation is much more complex. A schedule maker with 3,000 pupils and 200 courses, many of which involve laboratory work, finds it almost impossible to draw up a school program without the leeway made possible by study periods. Yet, assuming efficient reorganization is possible, we immediately run into a greater difficulty. Few, if any, medium-sized or large high schools have adequate gymnasium and shower facilities to accommodate any appreciable increase in physical education training.

I'd like to be wrong on this. Will somebody please prove I am? In the schools I've surveyed the gym was full and the showers running all day and most of the night. It is doubtful if there is room enough indoors even for close-formation calisthenics and military-type drill.

Then we move outside where there is plenty of room—and run into a teacher shortage. (We've had

it all along, but only now is its seriousness palpable.) In most schools, physical education has lost more heavily through the draft and through voluntary enlistments than all the other departments combined. And there just aren't enough replacements coming out of college these days to fill the gaps. It is quite possible that a year from now there won't be any able-bodied men under forty-five teaching school. Who, then, will administer the strenuous physical fitness training programs?

There is no way of proving this, but it would seem logical to assume that a majority of the best teachers in the older group are teaching the traditional cultural subjects. Certainly education would suffer if we were to lose their services entirely. And for many of them a shift to new tasks would be a torturous process. That's tomorrow's problem. Is there anything we can do today?

Lengthening the school day

If we ignore the problem of teacher shortage and the problem of inadequate gymnasium facilities, would it help to lengthen the school day? It is worth trying, but there are fresh difficulties ahead.

Older boys in high schools, the sixteen and seventeen year olds, will be called upon by labor when the eighteen to forty-five group goes to war. Yet these older boys are the very ones who should have the most strenuous fitness program, if the high schools are to do anything about pre-induction physical training. And these boys won't be available. Their absence from school, however, either during the morning or the afternoon would tend to reduce strain on gym facilities.

There is so much competition now for the pupils' time that they aren't able to do a very good job in any one place. An extra hour or two at school would very likely run into serious opposition from various community agencies, the Y.M.C.A., the Church, community clubs, and civilian defense organizations.

There shouldn't be competition

for the pupils' time. The fact that there may be points to a possible solution to the problem. Perhaps the total educational and recreational work of a community should be concentrated in the hands of one individual. We should have, then, not a Superintendent of Schools, but a *Director of Community Education*, whose function would be to coordinate all the educational and recreational affairs of the community.

The time and energy of pupils could thus be conserved, organized and directed to better advantage. All available buildings and equipment facilities for the entire community could be utilized more efficiently. The full teaching resources of the community could be drawn upon, thereby eliminating the wastage inherent in duplication of effort. Under the proposed set-up, a more balanced educational program would be possible for everyone, and physical education would certainly benefit as a result.

These comments are not meant to be conclusive, but provocative. Who has a concrete suggestion on the physical education problem? What has worked in your school? *Coaches' Corner* will be happy to act as a clearing house for this discussion.

Pre-Season Training

(Continued from page 22)

early fall football practice.

In Oklahoma 30 days were allowed for practice. Louisiana had three weeks. Alabama three weeks in January, February and March. Minnesota and Florida insisted on no outside games during the spring.

It should be remembered that conditions are not the same in all the states. Climatic differences, industrial problems, particularly seasonal occupations, and the variance in popularity of other sports all must be considered in evaluating this report.

In many instances, especially in the smaller schools, the coach is in charge of other phases of the athletic program. The wise administrator will schedule preliminary training when it least interferes with other sports but at a time the most can be accomplished.

Spring football is of little value where players are unable to attend practices because of commitments to other sports. For these schools, an early fall training period would seem the solution. Ohio has met this problem by allowing schools which can not hold an adequate spring training to start August 20.

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Indoor Obstacles

(Continued from page 11)

Stand them upright and have boys weave in and out for evasion.

Hurdles: Use regular technique, keeping body low.

Springboard: May be used in conjunction with the parallel bars, the horse, or the high jump standards.

Stall Bars: (a) Swing rapidly from one stall bar section to another, using hands and feet; (b) For variation, limit number of shifts on bars to one less than the number of sections; (c) Progress across bars using hands only.

Stall Bar Benches: Crawl under without lifting either leg of the bench from the floor. Extend one arm straight ahead and the other at the side and wiggle through snake fashion. A heavy boy may be put on top of each bench so that it cannot be lifted from the floor.

This program is a toughener. It builds strength, agility, speed, and endurance. Every normal precaution should be taken to prevent needless injuries such as floor burns, falls, strained muscles, and wrenched ankles.

1. A normal warmup period of calisthenics, running, jumping, etc., should precede use of the obstacle course.

2. All pieces of equipment should be anchored as firmly as possible to prevent slipping. Mats may be used under each piece for this purpose.

3. Mats and spotters should be used wherever necessary.

4. Before running the obstacle course for time or engaging in any competition, conduct extensive practice periods.

5. Certain activities, such as climbing and descending a rope, should not be attempted for time. The risk of burns is too great.

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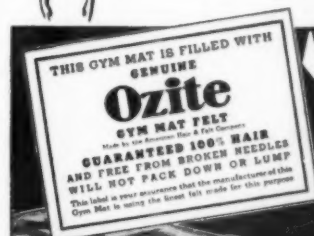
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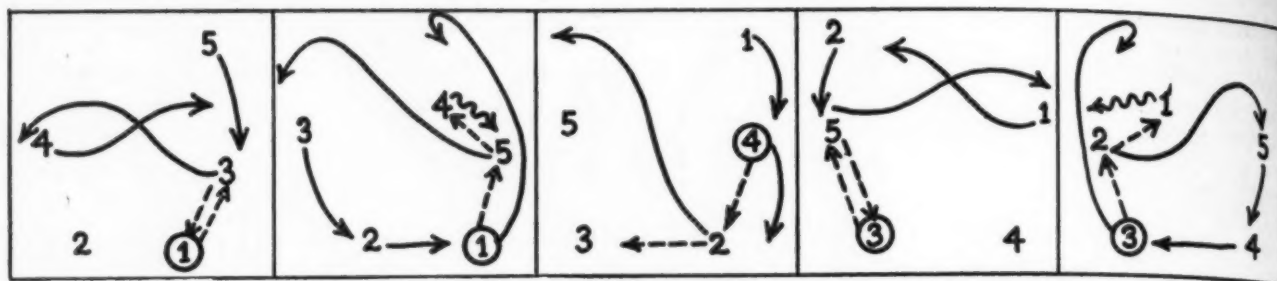
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Continuity 4, Based on an Outside Break Around a Pivot-Post

Five-Man Continuities

(Continued from page 16)

to 2, cuts diagonally inside his man toward the basket (Diag. 2), then breaks toward the right corner. Player 2 can now start the original continuity.

Continuity 4

No. 1 passes to the outside of 3 and holds his floor position as a signal to start an outside-screen continuity. No. 3 immediately returns the ball to 1 and cuts across the court to screen for 4. The latter does not attempt to drive in for a shot; he stops at a point just outside the free-throw circle, near the parallel line, for a pass from 5.

Meanwhile 5 has moved up and replaced 3. No. 1 whips the ball to him and 5 immediately relays it to 4. No. 1 then drives at top speed around the outside of 5, who holds

his position momentarily with his back towards the center line. As soon as 5 feels X1's bump, or whenever he feels it opportune, he rolls into the basket, cutting across the outside of the pivot-post.

No. 4 first attempts to feed 1. If the latter doesn't get the pass, he continues to the basket and then branches off into 5's original position. If 5 doesn't get the ball either, he continues in the direction he is moving and replaces 3.

Should 4 decide to feed 1, he immediately spins or rolls to his right and breaks toward the basket for a possible return pass. By the same token, should 4 elect to feed 5, he rolls to his left. In either case, where X4 has a tendency to switch too quickly, 4 should immediately execute a reverse dribble down the opposite side.

If 4 decides to withhold the ball, he dribbles towards 3's original spot and whips a longitudinal pass out

to 2, who has replaced 1 (Diag. 3). No. 3, after screening for 4, shifts into 2's position to insure good defensive balance.

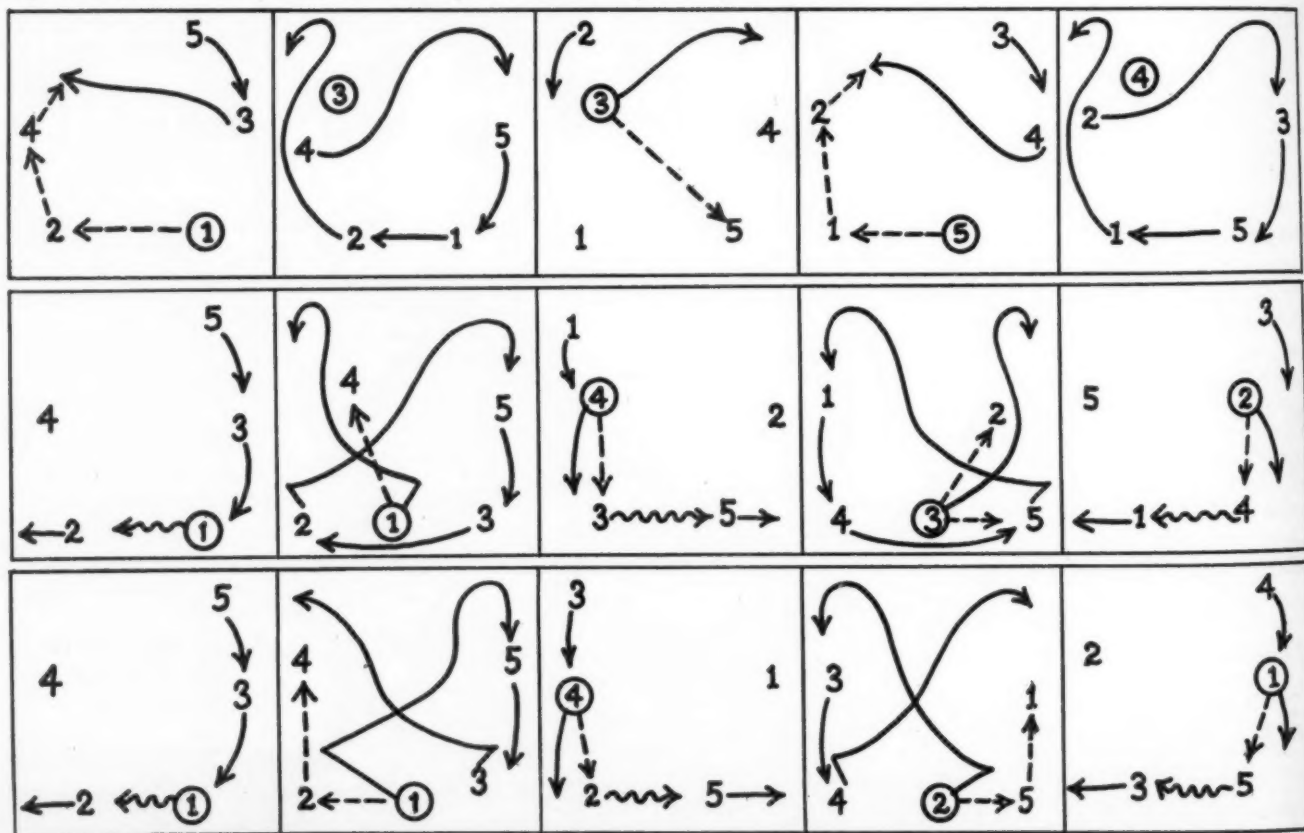
To operate the play on the other side of the court, inject a lateral pass (2 to 3) and have the passer cut to the opposite corner. No. 4 shifts into 2's vacated post while 1 replaces 4.

Associate to Continuity 4

This time 1 elects to lateral pass to 2 and by standing still informs his teammates of the change in play. The receiver passes to 4, while 3, after breaking one or two steps towards the basket, dashes crosscourt to a position close to the free-throw circle near the parallel line.

When he reaches this point, 4 relays the ball to him. No. 2 breaks outside of 4, after which the latter breaks inside and around 3. The ball-handler may feed either 2 or 4, or, if it is to better advantage to

Top to Bottom: Associate Continuity 4, Continuity 5 and Associate



withhold the ball, executes a diagonal passout to 5 who has replaced 1. No. 3 then cuts to the basket and moves to the right corner of the court. No. 1 replaces 2.

Continuity 5

No. 1 indicates the play with a dribble to the center circle, following which he passes to either 4 or 5. Upon perceiving the dribble, 2 immediately fades to the left sideline. Meanwhile 3 replaces 1 and 5 shifts into the No. 3 spot. If 1 passes to 4, as we assume here, 4 takes the ball approximately 12 feet from the nearer sideline.

The fundamental principle observed here is: *The player (the middle man) who passes the ball to the pivot-post always cuts first around the outside of the receiver. The man on the same side of the floor as the receiver always cuts second directly off the back of the first cutter.*

In this case, 2 cuts off 1's heels, their combined action creating a scissor effect.

No. 3 immediately replaces 2 and 5 replaces 3. No. 4 attempts to feed either 2 or, secondarily, 1. If necessary, 4 rolls into the basket for a return pass. If he withholds the ball, he whips a longitudinal safety pass to 3, and moves towards the nearer sideline.

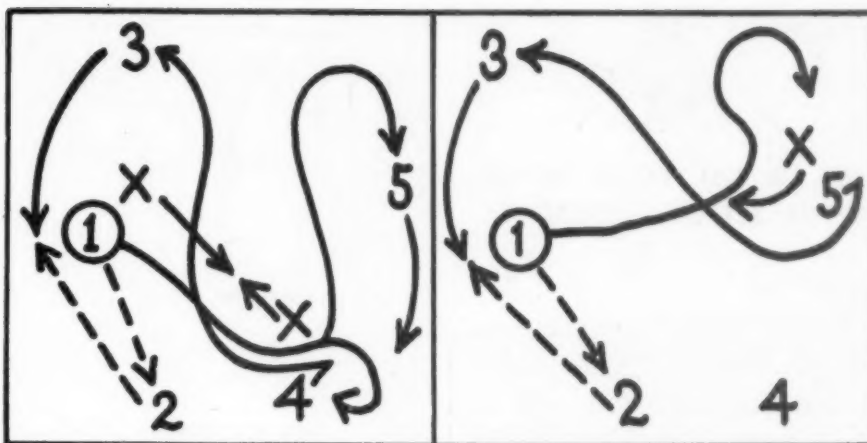
If the dribblers alternate their passes to the pivots on the right and left sides of the court, as illustrated, the completion of ten plays should find them back in their original positions. If the ball is continually passed to the pivot on the same side of the court, the players will return to their original places after five plays.

Associate to Continuity 5

As 1 dribbles to the center circle, 2 fades to the sideline, 3 replacing 1 and 5 replacing 3. This time, however, 1 passes laterally to 2. The direction of the pass signals the variation in continuity. No. 2, accordingly, whips the ball to the pivot man, 4, on the same side of the court.

As the ball is passed, 1, who has taken several steps towards 2, suddenly changes direction and breaks diagonally towards the right corner. No. 3 picks this time to fake to the outside of the court, then drives diagonally towards the basket. He times his break so that he will cut directly off 1's back. He looks for a feed from 4 for a left-handed cross-basket closeup shot.

Upon completing his screen, 1 rolls into the basket. If the ball-



handler decides to retain the ball, 3 continues in the direction he is traveling, setting himself up near the left corner of the court behind 4. No. 1 breaks to the right corner, then up along the sideline to replace 5, while the latter steps into 3's old shoes.

At the completion of ten alternating screen-roll movements (working the play first on one side and then the other), every player will have served in every capacity. If, on the other hand, the team confines its rotation to one side of the court, only five screen plays will return them to their original positions.

PIVOT-POST OPTIONS

These options may be exercised in any of the continuities outlined in the article, whenever the pivot-post player possesses the ball. Let us assume that 2 has passed the ball to 1 as an indirect feed to a cutter.

If 1 withholds the ball, he may return the pass to 2, as shown. Now, instead of remaining stationary, as he has done before, 1 may cut either diagonally towards the center line, splitting for 4 (first diagram), or cut toward the right corner as a screen for 5, rolling with the screen.

The direction of his cut semaphores the play. In the first diagram, 5 replaces 1 should the latter roll.

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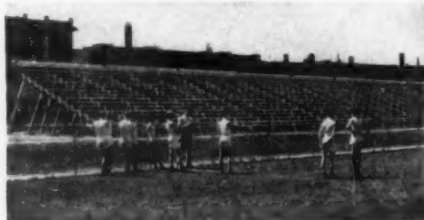
- (See Inside Front Cover)
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(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 40 ARE OTHER LISTINGS AND FORM FOR SIGNATURE



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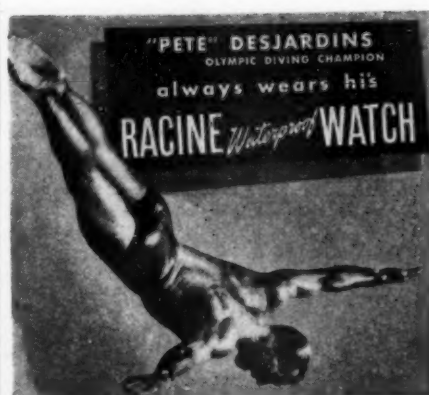


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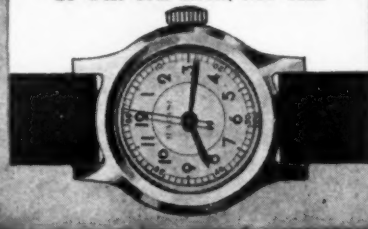
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One-Man Officiating

(Continued from page 18)

curred on an average of five times in each university game, nine times in high school contests, and three times in intramural competition.

With these facts in mind, the following recommendations and suggestions may be offered:

1. That further study be instituted to determine the best position on the floor for the single official.

2. That the Guide include a section on the best procedure for the single official, this information to be gathered from officials and experts.

3. That the *Basketball Play Situations* textbook devote as much space to the single official plan as to the double scheme.

4. That, conditions being favorable, the single official work most of the game from a position along the end lines where he will be closest to most of the fouls, violations, and out-of-bounds plays.

5. The official must be in good physical condition. It is obvious that a greater degree of fitness will be necessary if the official is to work between the end lines rather than between the free-throw lines.

6. The officiating method, particularly in high school situations, should be adapted to, first, the types of offense and defense used; and, second, to the physical playing conditions such as the size of the court, the space around the court, the height of the ceiling, the presence of over-hanging balcony, etc.

7. The official must be constantly on the alert, if not on the move, even when the ball is being worked deliberately. If the teams are using set plays and slow breaks, the official may work from a position on the end line and shuttle back and forth along this line as the ball moves across the court. It is also important for him to work from this end-line position toward the mid-court line and back. His maneuvering may be represented by a curved concave arc open toward the center of the court.

8. The principle involved in the zone defense may be carried over to officiating; that is, nearly always move from a position away from to a position nearer the ball.

No attempt has been made here to cover all the problems of the single official. The real purpose has been to encourage our better officials to outline in the rules books the fruits of their experiences so that the less experienced men can do a better job for the players, coaches, and spectators.

SCHOLASTIC COACH MASTER COUPON

(See page 39 for other listings)

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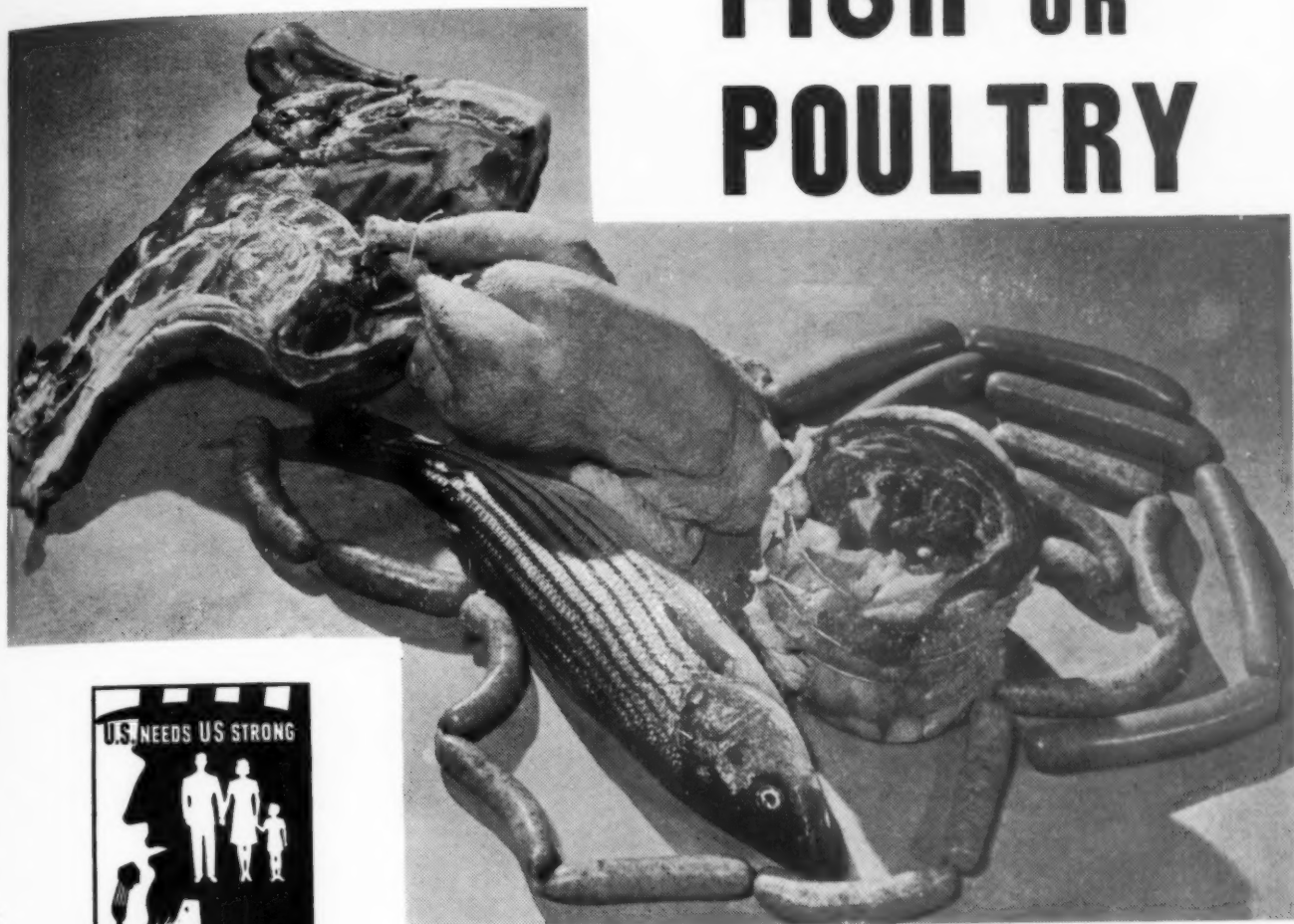
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Mashed Potatoes	
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